

Probation Officer Knowledge Skills Maps

State of California, Board of Corrections
Standards and Training for Corrections Program

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1985, 1987, 1988, 1990, 1994, 1998

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Introduction

Knowledge and Skill Maps are used to generate information to link the core tasks to the curriculum and to design training. Instructors and course planners will find the maps especially helpful for developing lesson plans and formulating test questions.

The maps were created by asking practitioners and subject matter experts to address the following questions about each core task or group of related core tasks:

What is the value of this task or group of tasks? What are the consequences of effective or ineffective performance?

What knowledge, skills and abilities (KSA's) must the performer bring to the task or group of tasks? That is, what are the prerequisite KSA's?

What rules, concepts or principles are used by those who do this task or group of tasks particularly well?

What are the subtasks or steps that underlie this core task or group of tasks? Is there a definite sequence in which these subtasks or steps are performed?

What resources or aids are available to the performer as he/she performs this task or group of tasks?

Each map consists of all the knowledge and skills – generated by asking the questions listed above – necessary for successful performance of a given core task. Each of the question surfaces a different type of capability which, if lacking, could result in poor performance. To the extent that trainees are not expected to have such knowledge or skills when hired, these capabilities represent training needs. Thus, the performance objectives are generated from the maps.

This "mapping" process was used in workshops with practitioners and subject matter experts during the development of the original Probation Officer Core Course of 1982-1987, and again during the curriculum revision projects of 1989-1990, 1993-1994 and 1997-1998. This ensures the currency and validity of the curriculum for the benefit of local corrections employees and employers.

The manual contains 59 maps categorized into eleven general topical headings. These headings roughly correlate with the course outline. The maps address 162 out of the 177 core tasks. The fifteen core tasks not covered in the maps are tasks excluded for one of two reasons:

1. The tasks are so general they apply to numerous aspects of the probation officer job. For instance, task # 265: *Obtain and process court documents needed by probation department staff*, or,
2. The ability to perform the task is not appropriate for core curriculum and is screened for in other steps of the selection process. For instance, task #276: *Drive a car as part of their probation officer duties (not commuting)* is more readily screened for by a candidate showing possession of a driver's license. Other tasks are more appropriately screened for during the medical screening exam, e.g., #281: *Walk up a flight of stairs*.

Some maps address one task; other maps address several related tasks. In addition, there are a few maps that address the same, singular task. This is because the tasks may be viewed from different perspectives, such as investigation purposes or supervision activities. An example is task # 68: *Review probationer's file to become familiar with the nature of the offense, prior record, and individual's social, educational, and employment history*. Maps 2.13, 3.7 and 4.1 all address this task but from the differing viewpoint of Investigations, Dispositional Reports to the Court, and Establishing a Supervision Relationship, respectively. Because of this overlap, it is important for course co-ordinators who oversee the entire delivery process to review all lesson plans and test questions which emanate from these maps to avoid unwanted redundancy.

The notation "AS" on some of the maps stands for "Agency Specific." This means the step or rule relating to the task or group of task may vary from agency to agency throughout the state. For instance, certain policies regarding when to file a probation violation may differ among agencies. Therefore, instructors are encouraged to develop their lesson plans in accordance with existing policy (if known) for the audience to whom they are delivering instruction.

Two indexes are included in this manual. The first index links training related core tasks to the knowledge skill maps. The second index links the performance objectives to the maps.

The core task to maps index shows which core task or group of tasks are described in the map. Depending on the relationship between core tasks, some tasks appear on more than one map.

The performance objective to map index shows the link from information on the map to performance objectives. Since the performance objectives were developed from various parts of the maps(value, prerequisites, steps, concepts), several performance objectives may have emanated from one map. Also, the same performance objective may contain information from two different maps depending on the scope of the performance objective.

Despite the fact that this curriculum design is heavily based in empirical research, a rational approach was also employed in the construction of these indices. This was necessary based on the interrelated nature of the tasks, maps and performance objectives. Notwithstanding this aspect of the indices, the maps provide an overall perspective and way to "jog" the thinking of the instructor for lesson plan and test question development. **Because the tasks, maps and performance objectives interrelate and overlap, it is important for the:**

- **course coordinator** to review with each instructor the lesson plans and test questions to avoid unintended redundancy; and,
- **instructors** to interpret the maps according to the section of the course they are teaching and to extract only those aspects of the maps that pertain to their assigned objectives.

How to Use This Manual: An Example

Suppose you are an instructor asked by the core course coordinator to teach Unit 12 *Monitoring Probationer Performance*. When developing the lesson plan and test questions for the part of that unit called *Contraband, Evidence and Legal Principles of Searching*, you want to know more information about performance objective 12.4.8: **Identify the legal principles and typical departmental policies and procedures inherent in conducting person/property searches, including clothed (pat down) and prohibitions against unclothed (strip) searches.**

One avenue of research in preparing your lesson plan is to look at which core tasks are related to this objective. To do so, consult the Performance Objective to Core Task Index located in the Core Training Course Manual. You will find that the objective 12.4.8 relates to the following core tasks:

97. Search probationer's residence (with or without police assistance) for contraband, weapons or other evidence of violation of law or probation.
98. Search probationer's automobile (with or without police assistance) for contraband, weapons or other evidence of violation of law or probation.
99. Search probationer's person (with or without police assistance) for contraband, weapons or other evidence of violation of law or probation.
100. Collect and preserve evidence.

Another way to get more information is to look at how these tasks are described in the knowledge/skill maps. To find where these tasks are analyzed in the maps, consult the Core Task to Maps Index. You will find that tasks 97, 98 and 100 are analyzed on Map 10.3 along with task 257 (Represent probation department perspective in joint operations with other law enforcement/corrections agencies (such as gang task force, etc.)). Task 99 is found on Map 10.1. You also see that task 100 is found on Map 10.2 along with other tasks.

An alternative way to access more information is by consulting the performance objective to map index. On that index you find that performance objective 12.4.8 only shows the link to Map 10.1 and 10.3.

In reviewing the information on these three maps, you see on Map 10.1 that a prerequisite to performing a search of a person involves knowing *when* to search. Map 10.1 gives some examples of probationer behaviors that might "trigger" a probation officer's decision to search. Cited in the map is the example of a probationer wearing a heavy overcoat on a hot summer day – is he hiding something? You might decide to include a classroom discussion of search "triggers" as part of your lesson plan including a discussion of department policies regarding when searches are authorized. You may also use some other examples of triggers as part of your multiple choice question on the Job Knowledge Test for that performance objective.

The information on Map 10.3 is geared more toward searching a place versus a person. For that part of your lesson plan, you might use the information from Map 10.3 such as potential hiding places in rooms.

In reviewing Map 10.2, you see the thrust of that map is toward collecting urine samples for drug use which is not a part of your instructional assignment. Even though Task 100 (Collect and preserve evidence) is listed as linked to your performance objective, as described in Map 10.2, it pertains more to urine sample collection versus searches per se.

All three maps contain information related to tasks other than the four noted in the core task to performance objective index for 12.4.8. It is not intended for instructors to incorporate all the information from the maps into each lesson plan. This would result in a lot of pointless repetition in the presentations. Therefore, when reviewing the maps, it is important to keep in mind the perspective of the particular performance objective being addressed for each part of the lesson plan.

The above example illustrates way to use the maps. It does not illustrate a comprehensive treatment of the entire performance objective 12.4.8, but rather, gives a sample of how one might go about constructing a part of the lesson plan for that module.

Even without going through the index of linkages, a straight "read through" of the entire maps manual should enhance core instructors' perspective as they develop the presentation.

For technical assistance on use of the maps, please feel free to contact the Board of Corrections, STC Standards Manager.

KNOWLEDGE SKILL MAP TITLES

- 1.0** JUVENILE DETENTION DECISIONS
- 2.0** ADULT AND JUVENILE INVESTIGATIONS
- 3.0** DISPOSITIONAL REPORTS FOR THE COURT AND OTHER AGENCIES
- 4.0** ESTABLISHING A SUPERVISION RELATIONSHIP WITH NEW PROBATIONER
- 5.0** SETTING UP COLLECTION OF RESTITUTION, FINES, AND OTHER PAYMENTS
- 6.0** MONITORING COMPLIANCE OF ADULT/JUVENILE WITH TERMS OF PROBATIONER OR WARDSHIP
- 7.0** MAKING REFERRALS TO PROVIDERS OF MEDICAL, MENTAL HEALTH, SOCIAL SERVICE, EDUCATION, EMPLOYMENT AND OTHER SERVICES
- 8.0** INFORMING, ASSISTING, ADVISING, AND COUNSELING
- 9.0** COURT RELATED DUTIES
- 10.0** DEFENSIVE TACTICS, ARREST CONTROL AND RESTRAINT, SEARCHING, AND TRANSPORTING
- 11.0** OTHER REQUIRED TASKS

**Knowledge and Skill Maps With
Core Task Linkages**

Map #	CORE TASKS
<i>Juvenile Detention Decisions 1.0</i>	
1.1	1, 247
1.2	10, 17, 26, 248, 268
1.3	27, 29
1.4	33, 36
1.5	31, 32
1.6	34, 141
1.7	11, 18
<i>Adult and Juvenile Investigations 2.0</i>	
2.1	19, 26
2.2	26, 30, 46
2.3	20, 22
2.4	23
2.5	39
2.6	38
2.7	42, 44
2.8	42, 47, 48
2.9	40, 45
2.10	39
2.11	39
2.12	39
2.13	68
2.14	50, 87, 249, 258

<i>Dispositional Reports for the Court and Other Agencies 3.0</i>	
3.1	41
3.2	37
3.3	58, 59, 60, 61, 65, 144, 147, 230
3.4	55, 56, 57, 230
3.5	55, 61, 146
3.6	259
3.7	44, 68
<i>Establishing a Supervision Relationship with New Probationer 4.0</i>	
4.1	67, 68, 79
4.2	70, 71, 74, 123, 124
4.3	78, 79, 80, 81, 163
<i>Setting up Collection of Restitution, Fines, and Other Payments 5.0</i>	
5.1	87, 88, 89, 90, 91, 93
<i>Monitoring Compliance of Adult/Juvenile with Terms of Probation or Wardship 6.0</i>	
6.1	94, 96, 104
6.2	95
6.3	101, 102, 105, 106, 107, 125
6.4	108, 109, 110, 255
6.5	53, 111, 112, 113, 114, 141, 153, 155, 256
6.6	115, 116, 117, 118
6.7	150, 152, 153, 163, 164
6.8	157, 158, 159, 160, 161, 162, 167, 168, 169, 170, 235

<i>Making Referrals to Providers of Medical, Mental Health, Social Service, Education, Employment and Other Services 7.0</i>	
7.1	63, 119, 120, 121, 123, 124, 250, 251, 252
7.2	106, 107, 125
7.3	192, 193, 268
7.4	196, 257
<i>Informing, Assisting, Advising and Counseling 8.0</i>	
8.1	128, 129, 130, 131, 250, 251, 252, 256, 257, 258
8.2	126
8.3	127, 261
8.4	132, 133, 134, 190
<i>Court Related Duties 9.0</i>	
9.1	171, 172, 173, 175, 182, 260, 262, 263, 264, 269
<i>Defensive Tactics, Arrest Control and Restraint, Searching, and Transporting 10.0</i>	
10.1	99
10.2	100, 103, 253, 254
10.3	97, 98, 100, 257
10.4	139
10.5	275
10.6	112, 270
10.7	271, 272, 274
10.8	224, 226, 273
<i>Other Required Tasks 11.0</i>	
11.1	186, 189
11.2	227, 228, 229, 267

**Probation Officer
Performance Objective by Map Index**

Objective	Map
2.1.1	All Maps
2.1.2	All Maps
2.1.3	8.3, 11.1
2.1.4	All Maps
2.2.1	All Maps
2.2.2	All Maps
2.2.3	All Maps
2.2.4	All Maps
2.3.1	1.3, 2.2, 2.1
2.4.1	1.3
2.5.1	1.3
2.5.2	1.3
2.5.3	1.3
2.6.1	All Maps
2.6.2	All Maps
2.7.1	2.5, 2.11
2.7.2	2.5, 2.11
2.7.3	2.5, 2.11
2.8.1	1.3
2.8.2	1.3, 1.4, 2.3
2.8.3	1.4
2.9.1	8.1, 8.3
2.9.2	8.1, 8.3

Objective	Map
3.1.1	1.7, 2.1
3.1.2	1.7
3.1.3	1.7, 2.1
3.1.4	1.7
3.1.5	1.7
3.1.6	1.7, 2.1
3.1.7	1.7
3.1.8	1.7
4.1.1	7.1
4.1.2	7.1
4.2.1	7.1
4.2.2	7.1
4.2.3	7.1
4.3.1	7.1
4.3.2	7.1
4.3.3	7.1
4.3.4	7.1, 8.1
4.3.5	7.1, 8.1
4.3.6	7.1, 8.1
4.3.7	7.1
4.4.1	1.7
4.4.2	1.7
4.4.3	1.7
4.4.4	2.3, 3.1

Objective	Map
5.1.1	1.2, 1.6
5.1.2	1.5, 2.3
5.1.3	1.2
5.1.4	1.2
5.1.5	1.1, 1.2, 1.7, 2.3
5.1.6	1.4
5.1.7	1.1, 2.1
5.1.8	2.1
5.1.9	1.2, 3.1
5.1.10	2.3
5.1.11	2.3
5.1.12	1.1, 1.5, 2.3, 2.4
5.1.13	1.2, 1.6
5.1.14	1.4
5.1.15	1.2, 1.4, 1.6, 2.4
6.1.1	2.5, 2.8, 2.10, 3.2
6.1.2	2.8, 2.9
6.1.3	2.8, 2.13
6.1.4	1.7
6.1.5	2.5, 2.11
6.1.6	2.6
6.1.7	2.6
6.1.8	2.5, 2.10, 3.1, 3.2
6.1.9	2.10, 3.2

Objective	Map
6.1.10	2.11, 3.2
6.1.11	2.12, 3.2
6.1.12	3.2, 3.7
6.1.13	2.9, 2.13, 3.2
6.1.14	2.9, 3.2
6.1.15	2.9, 3.2
6.1.16	2.9, 3.2
6.1.17	2.9, 3.2
6.1.18	2.9, 3.2
7.1.1	3.1, 3.2
7.1.2	3.2, 4.2
7.1.3	4.2
7.1.4	2.7
7.1.5	2.7
7.1.6	1.5
7.1.7	2.7
7.1.8	2.7
7.1.9	1.7
7.2.1	2.14, 8.1
7.2.2	2.14
7.2.3	2.14
7.2.4	2.14
8.1.1	5.1
8.1.2	5.1

Objective	Map
8.1.3	5.1
8.1.4	5.1
8.1.5	5.1
8.1.6	5.1
9.1.1	3.3
9.1.2	3.5, 3.6
9.1.3	3.5
9.2.1	9.1
9.2.2	9.1
9.2.3	9.1
9.3.1	3.3
9.3.2	3.3
9.3.3	3.3
9.3.4	3.3
9.3.5	3.3
9.3.6	3.3
9.3.7	3.3
9.4.1	3.3
9.5.1	3.4
9.5.2	3.4
9.5.3	3.4
9.6.1	3.5, 3.6
9.6.2	3.5
9.6.3	3.5

Objective	Map
9.6.4	3.5
9.7.1	3.5
10.1.1	2.13, 4.1
10.1.2	2.13, 4.1
10.1.3	2.13, 4.1
10.1.4	2.13, 4.1
10.1.5	4.1, 4.2
10.1.6	4.1
10.2.1	4.2
10.2.2	4.2
10.2.3	4.2
10.2.4	4.1, 4.2
10.3.1	4.3, 11.2
10.3.2	4.3, 11.2
10.4.1	4.2, 6.3, 7.1, 7.2, 7.3, 7.4
10.4.2	4.2, 6.3, 7.1, 7.2, 7.3, 7.4
11.1.1	8.2
11.1.2	8.2
11.1.3	8.2
11.1.4	8.2
11.2.1	6.6
11.2.2	6.6
11.2.3	6.6
11.2.4	6.6

Objective	Map
11.2.5	6.6
11.3.1	7.1
11.3.2	7.1
11.3.3	7.1
11.4.1	8.4
11.4.2	8.4
11.4.3	8.4
11.4.4	8.4
11.4.5	8.4
12.1.1	6.1
12.1.2	6.1
12.1.3	6.1
12.1.4	6.1
12.1.5	6.1
12.2.1	6.2
12.2.2	6.3
12.2.3	6.3
12.3.1	6.2, 8.1
12.3.2	6.2, 8.1
12.4.1	10.2, 10.3
12.4.2	10.2, 10.3
12.4.3	10.2
12.4.4	10.2
12.4.5	10.2

Objective	Map
12.4.6	10.2
12.4.7	10.2
12.4.8	10.1, 10.3
12.4.9	10.6
12.4.10	2.3
13.1.1	6.1
13.1.2	6.1
13.1.3	6.1
13.1.4	10.4
13.1.5	10.8
13.1.6	10.3
13.2.1	10.3
13.2.2	10.3
13.2.3	10.8
13.3.1	10.8
13.3.2	10.8
13.3.3	10.6
13.4.1	10.6
13.4.2	10.6
13.4.3	10.6
13.4.4	10.4
13.4.5	10.4
13.4.6	10.4
13.4.7	10.4

Objective	Map
13.5.1	10.6
13.5.2	10.6
13.5.3	10.7
14.1.1	N/A
14.1.2	N/A
14.1.3	10.5
14.1.4	10.5
14.1.5	10.5
14.2.1	10.7
14.2.2	10.7
14.2.3	10.7
14.2.4	10.8
14.2.5	N/A
14.3.1	N/A
14.3.2	N/A
14.3.3	10.6
14.3.4	10.6
14.3.5	N/A
14.4.1	N/A
14.4.2	N/A
14.4.3	10.1
14.4.4	10.1
14.4.5	10.1
14.4.6	10.1

Objective	Map
14.4.7	10.7
14.4.8	N/A
14.5.1	N/A
14.5.2	N/A
14.5.3	10.6
14.6.1	N/A
14.6.2	N/A
14.6.3	N/A
15.1.1	6.4
15.1.2	6.5
15.1.3	6.5
15.1.4	6.7
15.1.5	6.7
15.1.6	6.7
15.1.7	6.5
15.1.8	6.5
15.2.1	6.4, 6.7
15.2.2	6.4
15.3.1	6.8
15.3.2	6.8

RELEVANT CORE TASKS

1. Review police report of charges against a juvenile who has been cited or taken into police custody.
247. Contact parent, guardian, or responsible relative to notify them that juvenile is in custody.

VALUE

Acceptance of erroneous codes may lead to missed filing deadlines, detention in wrong facility or agency, legal liability.

Failure to construct a valid, comprehensive view of case may result in poor decision regarding detention or release which may create a risk to the community and/or to the juvenile.

PREREQUISITES

Ability to locate, read and identify in codes, case law, and judicial rules:

- Elements of common crimes
- Context of common crimes

Ability to differentiate misdemeanors from felonies

Familiarity with the format, content and terminology used in police/arrest reports.

Ability to analyze and understand subjective opinions, stereotypes and prejudices that can prevent obtaining accurate information on the case.

RULES & CONCEPTS

Key facts in police/arrest report must be consistent with elements of crime (charged offense) presented in the relevant code (e.g., Penal Code)

Key peripheral facts regarding the crime including:

- Indicators of substance and/or alcohol abuse;
- likelihood to flee;
- Degree to which evidence supports the arrest;

- Did arresting officer bring minor in because of "attitude?"
- Any expressed danger to victim or witnesses; status of accomplices, if any

Key information regarding:

- Parental/family reaction or response.
- Indicators of juvenile's emotional state (e.g., signs of remorse, family mental health history)
- Signs of child abuse;
- Current medical and/or physical status;
- Indicators of peer affiliations

STEPS

1. Determine DA filing deadlines
2. Identify charge in police/arrest report
3. Compare charge to facts as presented in police/arrest report
4. Ask officer (if available) for additional information/ clarification
5. Notify parents of juvenile's arrest
6. Request follow-up report to fill in gaps
7. Document all contact on case
8. Obtain medical clearance, if needed

AIDS & RESOURCES

Annotated codes and judicial rules

Police/Arrest Report

Booking Records

Reverse telephone directory

RELEVANT CORE TASKS

- 10. Decide whether to hold in appropriate facility or release juvenile (300, 601, 602).
- 17. Review juvenile booking sheet.
- 26. Check juvenile's prior arrest record and/or police contacts.
- 248. Evaluate fitness of parent and extent to which there exists present or likely danger to minor.
- 268. Keep informed of areas of legal liability (personal, agency, county).

VALUE

Poor decision may endanger community and/or juvenile

Legal liability if decision is unfounded (i.e., illegal detention)

Precludes danger to minor and/or staff by not detaining in an inappropriate facility.

PREREQUISITES

Knowledge of and ability to apply appropriate codes

Knowledge of applicability of Juvenile Court Rule 1327

Knowledge of departmental policy and relevance to a given case (AS)

Knowledge of WIC 206 and 207 re: segregation of offenders

Knowledge of WIC 626 and 628

Knowledge of how to determine if there are "warrants" in other jurisdictions

Ability to determine if Juvenile Court Rules, departmental policy and other jurisdictional information supports the detention or release decision (AS)

RULES & CONCEPTS

Key Factors in decision making:

- Nature and seriousness of the offense
- Stability of and support from home
- Pattern of offenses
- School, home, community behaviors
- Community reaction to the offense
- Juvenile's relationship to victim (if any)
- Physical and psychological vulnerability of the juvenile
- History of dependency (WIC 300) and delinquent acts
- Prior failures to appear, violation of court order
- Danger to minor or parents
- Danger to Victim or others in the community
- Juvenile's medical problems

STEPS

1. Perform record check to determine if there are any applicable wants, warrants or hold
2. Review past record, make prognosis re: potential behavior if released and likelihood to reappear in court
3. Record facts and rationale for decision in concise, thorough form
4. Refer preliminary decision to supervisor for hold or release
5. Determine if meets departmental criteria for holding
6. Determine if responsible relative/parent is available upon release
7. Advise parents if detained

AIDS & RESOURCES

Police/arrest report

Other records (e.g., probation file, school)

Appropriate Codes

All case documents

Booking/Receiving Forms

RELEVANT CORE TASKS

27. Decide whether to (1) close the case; (2) release the juvenile on promise to appear in court; (3) handle informally; or (4) detain.
29. Counsel juvenile who will be released without further action.

VALUE

Poor decision can result in:

- Legal liability
- Risk to community and/or minor if other than detention is decided (e.g., escape)
- Inappropriate supervision and/or treatment of minor
- Strong emotional impact on the juvenile and family

PREREQUISITES

Knowledge of and ability to apply relevant code sections to the facts of a given case

Knowledge of Juvenile Court Rules re decision

Knowledge of District Attorney's filing policy for various cases

Ability to recognize the sufficiency of evidence in a given case

Ability to forecast outcome of various decisions, given large body of relevant facts and policies (e.g., family dynamics, notoriety of case or offense, the community response)

Knowledge of procedures for notifying the referring agency of the dispositional decision

RULES & CONCEPTS

Primary consideration is given to the following factors in making this decision:

- Severity of offense and risk to community
- The anticipated juvenile's response to the decision
- The anticipated community's response (e.g., victim, victim's family, neighbors)
- Juvenile Court Rules and department policy regarding the decision (AS)
- Sufficiency of evidence given the charge

- Interests of justice, e.g., DA's filing policy (AS)
- Satisfaction of WIC 628 criteria
- Consideration of prior record
- Family or parental control over the minor

STEPS

1. Gather and review all records and information on the case
2. Weigh factors shown in "rules and concept column"
3. Make decision and write concise, logical rationale for the decision
4. Prepare intake report with conclusions

AIDS & RESOURCES

Notes and records on case

Annotated codes

Juvenile Court Rules

Department Policy/Procedures Manual (AS)

District Attorney's filing policy (AS)

Supervisor and co-workers

Juvenile files

RELEVANT CORE TASKS

- 33. Discuss case with District Attorney to determine whether there is sufficient evidence to file charges and whether the seriousness of the offense warrants filing.
- 36. Prepare necessary paperwork for District Attorney to use in filing Juvenile Court petition in law violation cases.

VALUE

Complies with legal and appropriate processing of the case

Provides DA with information beyond legal criteria on which to base decision to file/not file

Time frames are legally mandated and must be kept.

Provides juvenile with legal protection required by WIC

PREREQUISITES

Knowledge of case to this point

Knowledge of needed forms and materials (AS)

Writing skills

Information organizing skills

Knowledge of codes and evidence required to file

Knowledge of 707 WIC criteria

Knowledge of 653.5 WIC (Mandatory DA referral)

Identify salient information to be shared

Knowledge of department policy and criteria

RULES & CONCEPTS

Communications with the DA should be clear, succinct and support the recommendation

Guidance from a coworker or supervisor familiar with policies and preference of local DA office can help a great deal

Assure legibility and clarity of photocopies

Reports should be logically developed

Provide maximum time possible for DA's analysis and action

Keep in mind that sometimes the policies of the DA's office are at cross purposes with departmental policy

STEPS

1. Receive juvenile contact referral
2. Have all supplemental police reports
3. Complete DA referral form
4. Determine if DA intends to file fitness

AIDS & RESOURCES

Local checklists and guidelines (AS)

WIC re filing of cases and detention criteria

Case file

Application for petition (AS)

DA, supervisor, co-worker

Previously prepared paperwork and reports can be a useful model

RELEVANT CORE TASKS

31. Inform juvenile and parent of date of detention hearing.
32. Have juvenile and parent agree to appear at hearing.

VALUE

Complies with the legal mandates of WIC Sections 630, 632-641, and 660

Having parents present at detention hearing gives judge chance to address family issues

PREREQUISITES

Knowledge of and ability to explain the purpose of the detention hearing and possible results of that hearing

Knowledge of the case and basis for detention recommendation

Knowledge of specific WIC sections relating to case

Knowledge of how to locate, schedule parent attendance:

- How to contact parent without phone (e.g., telegram, police, field deputies)
- Trailing techniques; substitute for parent; advising court of delayed parent;
- Dealing with resistive parents

RULES & CONCEPTS

Parental presence is expected but court will proceed without them

If parent refuses to pick up minor, must advise the court

STEPS

1. Contact ward/ minor and attorney, when appropriate
2. Contact parent or guardian
3. Explain and summarize nature of the charges and options available to the court
4. Give date for the detention hearing and have minor and parents sign legal notice form
5. Record any further pertinent information
6. Where it is necessary and appropriate, utilize other resources to contact the parent or guardian

AIDS & RESOURCES

W & I Code time frames for hearings

Court calendar (AS)

Court clerk (AS)

Department policy/procedures Manual (AS)

RELEVANT CORE TASKS

- 34. At detention hearing, present recommendation to detain or release juvenile and recommend how case should be handled.
- 141. Prepare report giving recommendation to detain or release juvenile and rationale for recommendation.

VALUE

Provide the court with information necessary to making an appropriate decision

Poor information or presentation may lead to an illegal or inappropriate detention or release

PREREQUISITES

Knowledge of:

- WIC, Penal Code
- Courtroom demeanor
- Detention criteria
- Juvenile Court
- Case law
- Community resources

Rules re: detention hearing (e.g., Rules 1403-1407, 1439-1447, 1470-1477)

Knowledge of case facts

Ability to clearly and concisely explain case, facts, options, recommendations, and basis for recommendations.

Ability to listen to and respond to questions from the court, attorneys, minor, parents

Be aware of department policies

Knowledge of departmental detention criteria

RULES & CONCEPTS

Be aware of what the court wants and needs for court's record

Rules of thumb:

- Be brief
- Be objective
- Be accurate

Use language and terminology that is professional and acceptable to the legal community and understood by minor and parents

Be aware of alternative programs

STEPS

1. Review case file
2. Identify parties present in court and their relation to minor
3. Summarize for the court the facts of case
4. Describe minor's adjustment in custody thus far
5. State your recommendation for or against detention and the basis for recommendation
6. Respond to questions
7. Document court instructions as required
8. Provide release contracts. (Electronic monitoring, home supervision)
9. Provide referral information to minor and parents

AIDS & RESOURCES

Welfare and Institutions Code (WIC)

Written reports containing recommendations and backup data (e.g., case file)

Written notes and outline for presentation to court

Court and department Policy and Procedures guidelines on detention requirements

Form to record notes detailing court's specific order

RELEVANT CORE TASKS

11. Advise institutional staff of any detention problem.
18. Check Juvenile Hall log and/or talk with Juvenile Hall staff to determine juvenile's attitude, conduct, and condition.

VALUE

Juvenile hall log and/or staff may be able to provide detailed information on the behavior, gang affiliation, attitude, and conditions of the juvenile under that placement

Information may aid in predicting future behavior of juvenile under alternative placements and thus in making placement decisions

Information may be required in court report

Addresses security issues for benefit of juvenile hall operations

Aids in the classification of the juvenile

PREREQUISITES

Ability to locate information in Juvenile Hall log

Ability to communicate and maintain rapport with juvenile hall staff

Knowledge of WIC Section 389, 781, 828 and PC 1203.45 and other codes re: confidentiality

Knowledge of T.N.G. vs. Superior Court decision

Knowledge of Federal Register, Vol. 40, No. 127, Part IV

Knowledge of Juvenile Hall layout, detention procedures, policies, and schedules

RULES & CONCEPTS

Key information to discuss:

- Condition at time of booking (e.g., medical, physical, psychological)
- Peer/staff/group relationships

- Delinquent or dependent attitude
- Signs of substance abuse
- Parental or "significant other" visits during detention
- Progress in Juvenile Hall school
- Statements minor may have made re: offense
- Adjustment to pre-detention isolation
- Classification status

STEPS

None.

AIDS & RESOURCES

Juvenile behavioral contracts with juvenile hall staff established prior to case

Has mental health worker had contact with minor while in custody

Medical staff

RELEVANT CORE TASKS

19. Check probation files for details of any prior contact a juvenile has had with Probation Department.

VALUE

Provides information re: patterns of behavior/offense, family history and special concerns which may require additional investigation, need for caution in, or avoidance of, certain subjects (e.g., adoptions, molestation)

Helps determine if current behavior/ offense is a violation of a previous court order

Officer safety

PREREQUISITES

Knowledge of how to obtain probation files

Knowledge of content and format of probation file

Knowledge of Criminal Offender Record Information (CORI) laws and procedures with respect to information in probation file

Knowledge of laws re: confidentiality of juvenile records.

RULES & CONCEPTS

Key information:

- Behavior/offense patterns
- Family history, demographics
- Special problems
- School records
- Previous court orders, prior contact with department
- Response to supervision
- Health history

- Evaluative and diagnostic comments by prior P.O.
- Prior statements by minor and parents
- Prior placements
- Prior jurisdictions

STEPS

None.

AIDS & RESOURCES

Probation files

Contacts with other probation officers

RELEVANT CORE TASKS

26. Check juvenile's prior arrest record and/or police contacts.
30. Contact law enforcement, other correctional agencies, or other probation officers who may have an interest in the juvenile to advise that the juvenile is in custody.

VALUE

Provides historical background for current offense

Provides history of minor's involvement with the law which establishes pattern(s) of offense that will lead to court recommendations and settings of treatment or supervision goals and plans

Provides avenue of communication for other agencies' input into the decision-making process.

Aids in the determination of whether other agencies may have an interest or hold request, prior to any contrary decisions.

PREREQUISITES

Knowledge of how to obtain record

Ability to read and identify needed information

Knowledge of and ability to locate information regarding specific crimes in the relevant codes

Knowledge of WIC re confidentiality and ability to recognize implications for individuals cases

RULES & CONCEPTS

Key information to obtain from prior arrest record:

- Number and types of crimes
- Date of offense
- Location of offense
- Description of case
- Names of companions and victims

- History of violent crimes and substance abuse
- Disposition or sentence

STEPS

None.

AIDS & RESOURCES

Annotated codes

Police contacts established prior to case

Local police and sheriff's department crime abbreviations and symbols

Teletype/facsimile capabilities

Lists of California and other states' juvenile courts, probation departments, and other agencies.

DMV, CII readouts

Department record keeping system

RELEVANT CORE TASKS

- 20. Advise juvenile status offender (601) or law violator (602) of his/her constitutional rights or Miranda warnings, and ensure juvenile understands rights.
- 22. Interview juvenile to obtain background information and information about the offense; record this information for the file

VALUE

Failure to advise juvenile of rights or Miranda warnings will:

- Deprive individual of rights under constitution and statutory law (627.5 W & I)
- Result in dropping of charges against juvenile or render evidence inadmissible

Aids in decision re disposition by providing information on minor's knowledge, awareness and insight re his/her offense(s) and circumstances influencing behavior (e.g., home)

PREREQUISITES

Interviewing skills:

- Listening skills
- Questioning techniques
- Leading questions
- Follow-up questions
- Organization of interview

Note-taking skills

Knowledge of codes and ability to relate these to the facts of given case

Knowledge of and ability to explain the criminal justice process to the juvenile. This explanation may include:

- role of probation officer
- next procedural steps
- possible dispositions

Knowledge of departmental and court policy re: case disposition

Knowledge of the procedures for the Miranda warning advisement

Knowledge of the constitutional rights of the juvenile and his/her parents

RULES & CONCEPTS

Information to obtain:

- Juvenile's statement of his/her involvement in the offense
- Juvenile's description of how he/she is getting along in significant environments (e.g., home, school)
- Short-range goals and "wishes" for disposition
- His/her view of the cause of the difficulty and how it could be corrected
- Status of companions, or any co-responsibles
- Motivation for offense
- Statement as to level of commitment to change behavior

Things to observe:

- Silence, shyness, withdrawal
- Cockiness, "tough guy"
- Extremely emotional or distressed
- Blaming or scapegoating others
- Denial and/or lying
- Minimizing responsibility and involvement
- Defiant, challenges authority
- Agitation, nervousness, restlessness
- Fear

STEPS

1. Review all available case information
2. Identify information required or needed to make decision on recommendation
3. Determine need for interpreter
4. Advise of constitutional rights and Miranda warnings and ensure understanding
5. Conduct the interview and take notes
6. Answer questions
7. Obtain release of information waivers, if necessary

AIDS & RESOURCES

Notes taken on case to this point

Annotated codes and judicial rules

Department and court policy statements or manuals (AS)

Interview form (AS)

RELEVANT CORE TASKS

23. Interview parent or other adult associated with juvenile to obtain background information and information about the offense; record this information for the file.

VALUE

Failure to advise minors and parents deprives them of their legal rights (633 W & I)

Parents can be the primary source of information about problems in the family, neighborhood, or school contributing to juvenile's behavior

Opportunity to assess parents' ability/willingness to control juvenile and/or assume responsibility for him/her

Assess parent contribution to problem

PREREQUISITES

Knowledge of rights to counsel and the procedures for obtaining such

Knowledge of and ability to explain the Juvenile/Criminal Justice process to parent(s)

Interviewing form (AS)

Note take skills

Knowledge of case facts and details obtained to this point

Knowledge of codes and judicial rules applying to the disposition of this case

RULES & CONCEPTS

Things to ask or observe in interview:

- Parents' attitude toward the minor and the offense
- Parental responsibility and authority (e.g., acceptance or denial of problem)
- Parents' view of offense and reason for minor's involvement
- Parents' view of appropriate disposition and willingness to work on treatment process

- Indicators of parental substance abuse
- Subsistence level of family
- Parent's ability to control or discipline juvenile
- Other siblings who are having trouble
- Other agencies involved with family

STEPS

1. Gather and review all available information on case
2. Arrange for interview with parent or adult
3. Determine need for interpreter
4. Plan interview to obtain needed information
5. Advise parent (adult) of right to counsel and explain process
6. Conduct interview and take notes
7. Answer questions
8. Obtain release of information waivers, if necessary

AIDS & RESOURCES

Notes and records on case to date; Annotated codes and judicial rules

Interview form (AS)

Department and/or Court Policy statements or Manuals (AS)

Supervisor and/or co-workers

RELEVANT CORE TASKS

39. Review District Attorney's file for court referral form, police report, plea or jury verdict, and/or any other paperwork pertaining to the current offense.

Note: This map primarily addresses the underlined parts of the task: Review court referral form, court order, plea agreement and/or jury verdict.

VALUE

Provides basic facts of the case and judicial process

Court documents contribute to and necessary for conducting probation investigation

PREREQUISITES

Familiarity with Court Referral Form (AS) including its source, contents, and the obligations it places on the PO

Ability to locate, read, and interpret case-relevant sections of various codes and Judicial Rules

Ability to locate preliminary hearing transcripts/District Attorney's file

Knowledge of how to obtain order (AS)

Knowledge of format and contents of court order (AS)

Knowledge of format and contents of Court Referral Form (AS)

RULES & CONCEPTS

Review documents to determine and reconcile any conflicting issues

STEPS

1. Key information to identify:

- Case name and number
- Date of offense

- Referral offense
 - Pleas, enhancements or conviction
 - Date of pleas or conviction
 - Sentencing date
 - Court in which convicted and court of sentencing
 - Is adult or juvenile in or out of custody? If in, identify booking number
2. Compare court order with Probation Referral Form and identify discrepancies
- File numbers
 - Hearing dates
 - Names
 - Pleas vs. what was alleged
 - Condition of plea
3. Resolve discrepancies:
- Check DA file
 - Check Court Clerk's file
 - Check court reporter's transcript
 - Court order vs. transcript
 - If necessary, write memo to Court

AIDS & RESOURCES

Annotated Codes and Judicial Rules

Court Referral Form

RELEVANT CORE TASKS

38. Determine filing deadlines and court appearance deadlines.

VALUE

Provides basis for scheduling interviews and reviewing written record on case

Not meeting deadlines may result in risk to community and/or defendant/juvenile if charges cannot be sustained

Defendant/juvenile is entitled to a speedy hearing and any continuances must be cleared with the court

PREREQUISITES

Ability to identify deadline dates in referral form and court order

Knowledge of typical type of delays and delays in obtaining necessary information/records through the mail

Knowledge of ways to expedite receipt of information from outside sources

Knowledge of report filing deadlines

Knowledge of department and court deadlines

RULES & CONCEPTS

Develop schedule for interviewing, obtaining information/records by mail, and turning in dictation for typing per the deadlines

STEPS

1. Refer to appropriate court documents to determine time deadlines

AIDS & RESOURCES

Court referral form

Court Order

County forms for information gathering

Court clerks

Supervisor

Court calendar

Court filing policy

Departmental policy and procedure

RELEVANT CORE TASKS

- 42. Interview members of juvenile's/adult's immediate family, relatives, employers, school officials, character references, and others about the social, educational, and work history and adjustment of the juvenile/adult.
- 44. Obtain juvenile/adult or parent release for medical, psychiatric, or other information.

VALUE

Family is primary source of information about home situation

Family may be an excellent source of historical information on the adult/juvenile

In case of juvenile, information on family will be central to placement decisions

PREREQUISITES

Interviewing skills

Ability to explain the criminal justice process to the family, particularly the next steps; roles of PO, attorneys, and court; and possible dispositions given nature of offense

Ability to read and interpret relevant codes and judicial rules

Ability to recall and explain facts of the case

Knowledge of C.O.R.I. and T.N.G. Decision and ability to recognize what can be revealed to whom in a particular case

Knowledge of the impact of family dynamics and inter-relationships

Knowledge of when it is appropriate to obtain release forms

RULES & CONCEPTS

Key information to obtain

Family attitudes and perspective re the offense;

Defendant's current and past behavior patterns and attitudes

Historical information on defendant and family

Criminal history of family, including names, ages, and locations

Relationship with and between parents

Observe family's interaction patterns (e.g., conflicts, passive, aggressive)

STEPS

1. Review available case information
2. Arrange for meeting with appropriate family members
3. Plan questions for interview
4. Explain purpose of interview
5. Ask questions to verify, clarify, complete, or expand understanding of case
6. Take concise, thorough notes
7. Answer questions family may have concerning case and its disposition
8. Obtain release signatures as required for various records (e.g., school, medical/mental treatment)

AIDS & RESOURCES

Records (e.g., DA file)

Applicable codes

Judicial Court Rules

C.O.R.I. resources

County policy re: release of information

CII/FBI record information

RELEVANT CORE TASKS

- 42. Interview members of juvenile's/adult's immediate family, relatives, employers, school officials, character references, and others about the social, educational, and work history and adjustment of the juvenile/adult.
- 47. Contact law enforcement agencies in other jurisdictions to uncover any previous trouble and/or to learn the disposition of prior arrests.
- 48. Contact treatment programs, other probation officers, or parole officers to obtain information on their experience with the juvenile/adult.

VALUE

Verification of perspectives should result in a more valid and comprehensive view of the case

PREREQUISITES

Ability to read and interpret relevant codes and judicial rules

Interviewing and note taking skills

Knowledge of C.O.R.I., laws and departmental policy re: confidentiality and ability to recognize what can be revealed to whom in a given case

Knowledge of roles and motives of DA's office, defense attorneys, and PO relative to each other

Ability to interpret information input from collateral resources

RULES & CONCEPTS

Key in these interviews is to have a clearly defined purpose which focuses the interview on the unique information or perspective that can be provided by each interviewee

Treatment programs, probation officers, and parole officers who have previous experience with the adult or juvenile can be particularly helpful to provide information on the previous success or adjustment under treatment or supervision

Important to verify the accuracy of records and statements from other sources and gather new information related to case disposition.

STEPS

1. Gather together all case information
2. Determine what information should be verified or is needed to fully understand the case
3. Identify potential sources of verification or needed information and arrange for an interview
4. Explain purpose of interview, contact
5. Conduct interview, contact according to plan
6. Take notes and record name of interviewee, date, and proceedings in case log

AIDS & RESOURCES

Records (e.g., DA file)

Applicable codes

C.O.R.I.

Community contacts established prior to case

Contacts in criminal justice system established prior to case

Contacts in law enforcement agencies established prior to case

Automated data bases

RELEVANT CORE TASKS

40. Review CII rap sheet, FBI rap sheet, Department of Motor Vehicles printout, probation file, and/or other records pertaining to prior criminal record.
45. Write for verification of employment, education, and/or other pertinent background information.

VALUE

If not sent for immediately records will not be available for use in making recommendation to the court
Information from these sources may be critical to making a good recommendation on case
Provides information on prior arrest record of adult or juvenile (Penal, Vehicle codes, etc.)
Used to demonstrate pattern or history of behavior re: use or abuse of drugs, automobiles, etc.

PREREQUISITES

Knowledge of what records must be obtained

Ability to use record keeping/filing system

Ability to read "rap" sheet by using key abbreviations

Ability to locate, read, interpret, and define the format and content of various printouts and relevant codes (DMV, CII, etc.)

Knowledge of how to obtain rap sheets

NCIC access ability

Ability to navigate through software

RULES & CONCEPTS

Send for records immediately to avoid delay

Obtain **current** state and federal rap sheets immediately upon receiving referral

Key information to identify:

- Where and when arrested
- By whom
- Charge
- Disposition
- Substance or alcohol abuse
- VC citations and arrests (number, dates, seriousness, disposition, compliance or non-compliance with court order)
- Failures to appear or pay fines (possible warrants out)
- Possible aliases or phony DOB, addresses

Outstanding warrants indicate poor performance

Citations out of the area may indicate true whereabouts

STEPS

1. Identify records that must be obtained
2. Request records through use of appropriate forms and procedures, if required and/or available (AS)

AIDS & RESOURCES

Information as to where to send for needed records

Organized system for keeping track of records and information

Listing of key abbreviations and definitions for rap sheets

Telecommunications retrieval system

DOJ manual on out of state codes

Applicable codes

RELEVANT CORE TASKS

39. Review District Attorney's file for court referral form, police report, plea or jury verdict and/or any other paperwork pertaining to the current offense.

Note: This map primarily addresses the underlined parts of the task: Review DA's file for crime, arrest and lab reports.

VALUE

Provides detailed description of the offense

May provide an initial view of the adult or juvenile (e.g., behavior, attitudes, condition)

PREREQUISITES

Familiarity with Arrest/Police Report format and content

Ability to locate, read, and interpret relevant sections of the various codes, Judicial Council Rules and preliminary hearing transcripts

Knowledge of where and how to obtain Arrest/Police Report

Knowledge of where and how to obtain District Attorney's file

Familiarity with levels of intoxication and methods for determination

RULES & CONCEPTS

Key information to identify:

- Arrest time and dates of offense
- Description/ analysis of the offense (further clarification)
- Victim's injury and/or loss and vulnerability, position of trust
- Co-defendants and their age
- Condition of defendant (e.g., intoxicated, injured, emotionally unstable)
- Attitude of defendant (e.g., belligerent, assaultive, argumentative, cooperative)

- Statement of defendants
- Pictures (note the degree of injury)
- Quality and volume of substances in drug related cases
- Double check evidence from jury trial (check with District Attorney)
- Details regarding evidence
- In drug case, note kind, quantity, quality of drug
- Blood alcohol level

STEPS

None.

AIDS & RESOURCES

Applicable Codes

Judicial Council Rules

Reports available from other agencies

DOJ/DEA Reports

Street Value Charts

RELEVANT CORE TASKS

39. Review District Attorney's file for court referral form, police report, plea or jury verdict and/or any other paperwork pertaining to the current offense.

Note: This map primarily addresses the underlined parts of the task: Review DA's file for complaint, information and indictment.

VALUE

Identifies exactly what the person has been charged with (e.g., code sections, enhancements)

Identifies all charges that were filed

May help identify victim

PREREQUISITES

Knowledge of how to obtain

Familiarity with format and content of complaint and grand jury indictment (AS)

Knowledge of an ability to reference relevant sections of code

How to read rap sheet

RULES & CONCEPTS

Key information to obtain:

- Level of crime (felony, misdemeanor or infraction)
- Original charges vs. amended charge
- Pled/proven (Potential Strikes) prior convictions
- Overt acts involved in conspiracy
- Degree (1st, 2nd) offense
- Weapons, force and fear allegations
- Reason for DA action

- Enhancements, special allegations, or probation disqualifiers

STEPS

None.

AIDS & RESOURCES

Applicable codes

CII

RELEVANT CORE TASKS

39. Review District Attorney's file for court referral form, police report, plea or jury verdict and/or any other paperwork pertaining to the current offense.

Note: This map primarily addresses the underlined parts of the task: Review DA's file for prosecutor's notes.

VALUE

Provides information for plea that is not typically available from other sources

Provides information for sentencing

PREREQUISITES

Knowledge of how to obtain notes (AS)

Knowledge of process by which pleas are negotiated and entered (AS)

Knowledge of plea agreements, if any

RULES & CONCEPTS

Note reasons for plea:

- Insufficient evidence
- "Weak case"
- "Weak" testimony from witnesses
- Hostile or absent witnesses

STEPS

None.

AIDS & RESOURCES

DA

Supervisor

RELEVANT CORE TASKS

68. Review probationer's file to become familiar with the nature of the offense, prior record, and individual's social, educational, and employment history.

VALUE

Provides information on prior record

Provides information on adjustment to supervision that may be predictive of future adjustment if placed on probation

Valuable input to recommendation regarding disposition and if put on probation, what should be the conditions of probation

PREREQUISITES

Knowledge of how to obtain file (AS)

Knowledge of elements of Probation Report (AS)

Ability to locate, read, and interpret relevant Code sections and Judicial Rules

Knowledge of Judicial Council rules regarding prior adjudicated offenses

RULES & CONCEPTS

What to look for:

- Interventions previously used
- Response to interventions

STEPS

None.

AIDS & RESOURCES

Applicable Codes

Judicial Council Rules

Co-workers

RELEVANT CORE TASKS

- 50. Contact victim(s) and notify them of their right to appear in court.
- 87. Contact victim(s) and ask them to detail their losses and estimate the dollar value of the loss.
- 249. Interview victims to get their descriptions of the offense and obtain a victim impact statement.
- 258. Notify victim as required by law when probationer is released.

VALUE

Required by law in most instances

Required information for making presentence recommendations, particularly for restitution or fines

Victim's perspective is clearly unique and valuable in building a valid, comprehensive view of the case

PREREQUISITES

Interviewing and note taking skills

Knowledge of codes and judicial rules pertaining to the case

Knowledge of C.O.R.I., laws and departmental policy re: confidentiality and ability to recognize what can be revealed to whom in given case

Ability to identify instances in which the victim must be notified or interviewed

Ability to explain the criminal justice process and particularly the role and rights of the victim in that process

Knowledge of "victim rights" and available resources

Knowledge of use of Judicial Council Notification of Victim form and other mandated notifications (e.g., Penal/WIC codes, judicial rules)

RULES & CONCEPTS

Interviewer must know of needs and sensitivities of victims of various crimes (e.g., age, rape, child) and conduct interview accordingly

Key information to obtain from victim:

- Description of the offense
- Statement of loss or injury
- Recommendation for disposition of case

By law, interviewer must explain victim's right to appear in court, sentencing alternatives and hearing dates

Arresting officer can be particularly helpful in locating victims

Victim/Witness Program can also be helpful

STEPS

1. Determine whether victim should be interviewed
2. Contact victim and arrange for interview
3. Plan questions to ask
4. Explain purpose of interview, rights of victims, and the Judicial Council's Notification of Victim Form.
5. Conduct interview and take notes
6. Answer victim's questions
7. Refer victim to appropriate resources, (including civil remedies)
8. Gather data on restitution
9. As required, notify victim when probationer is released from custody.

AIDS & RESOURCES

Annotated codes

Judicial Council Rules

Judicial Council Notification of Victim form

Victim resources and aids

C.O.R.I.

Records (e.g., DA file)

RELEVANT CORE TASKS

41. Interview juvenile/adult and co-defendants to get their description of the offense and background information.

VALUE

Co-defendants/ companions can provide an additional perspective on case

Clarifies roles of each participant in the crime

PREREQUISITES

Interviewing and note taking skills

Knowledge of law pertaining to situations in which juveniles and adults are co-defendants

Knowledge of disposition or status of co-defendants and companions

RULES & CONCEPTS

P.O. must maintain objective mindset

Adult-juvenile combination of co-defendants may create complications

STEPS

1. Review available information on case
2. Determine value of interviewing co-defendants
3. Obtain statement of offense from co-defendants and companions
4. Contact P.O. handling Co-defendant
5. Explain purpose of interview
6. Ask questions to clarify, complete, or expand your understanding of the case
7. Take concise, but thorough notes during interview

AIDS & RESOURCES

Annotated codes (WIC and Penal)

Interview form (AS)

Records (e.g., DA file)

RELEVANT CORE TASKS

37. Conduct intake interview with adult who has pled or been found guilty of an offense.

VALUE

Required by law

Provides information essential to making a recommendation regarding disposition to the court

Opportunity to obtain offender's perspective on the case

Opportunity to clarify and expand your understanding of the case

PREREQUISITES

One-on-one interviewing skills

Notetaking skill

Ability to read and obtain information from:

- Referral form
- DA file
- Police report
- Crime lab report
- Copy of complaint or grand jury indictment
- DA's notes particularly reason for plea
- CII/FBI rap sheets
- DMV readout
- Medical and psychiatric reports
- Probation file
- Court order

Ability to explain the sentencing process, the PO's role in that process.

Ability to recall and synthesize large amount of information on the case

Knowledge of personality profiles of various types of offenders

Ability to differentiate between and determine the type of referral received and procedures to be conducted

RULES & CONCEPTS

Key information to obtain during interview:

- Individual's statement (verbal, written, or both) on current offense
- Individual's statement on his/her medical history

Probe for, observe and record:

- Individual's reaction to facts of the case as obtained from other sources
- Inconsistencies in the individual's account of the facts of the case or other relevant information (e.g., medical or prior arrest record)

Identify behavioral predictors of risk and need

Have information from other sources readily accessible

STEPS

1. Gather and review all available information on case
2. Contact individual and arrange for interview
3. Follow interview form if available and take concise but thorough notes during interview
4. Verify information obtained from other sources
5. Ask for clarification and/or explanation to fill in gaps or deficiencies in your understanding of the case
6. Obtain releases for needed information (e.g., service, medical records)

AIDS & RESOURCES

Applicable Codes

Interview form (AS)

Records (e.g., contents of DA file)

Information from other correctional and probation agencies

RELEVANT CORE TASKS

- 59. After information has been gathered, decide whether to recommend that juvenile be made a ward of the court.
- 60. After information has been gathered, decide whether to recommend removal of juvenile or adult (for example, adult child abuser) from home.
- 61. After information has been gathered, decide on recommendation regarding sentence and/or terms and conditions of probation.
- 65. Determine recommended placement (for example, own home, Department of Corrections, jail; this task does not include treatment programs or other referral sources).
- 144. Prepare fitness reports for juvenile over the age of 14 charged with violations of criminal record.
- 147. Prepare disposition report to juvenile court.
- 265. Obtain and process court documents needed by probation department staff.

VALUE

Appropriate dispositional recommendation.

PREREQUISITES

Ability to logically justify and present (verbally or in writing):

- Internally consistent arguments or positions
- The complicated considerations involved when applying the determinate sentencing criteria
- Intricacies of the background data pertaining to the offense(s)

Knowledge of the philosophy and objectives of juvenile correctional programs, particularly as defined by the law and prescribed by departmental policy

RULES & CONCEPTS

None.

STEPS

None.

AIDS & RESOURCES

None.

RELEVANT CORE TASKS

55. Compute credit for time served, good time, and work time for judge at sentencing.
56. Read Penal Code and review sentencing manual to determine aggravating and mitigating circumstances of the crime.
57. After information has been gathered (in investigation section), decide which facts of the case represent aggravating and mitigating circumstances of the crime.

VALUE

Provides parameters within which recommendation to the court must be made

Since the PO's recommendation is highly regarded by most courts, this decision is likely to have significant effect on the welfare of the community and the adult offender

Ensures that the court has relevant and accurate information for decision-making

Legal liability if this not done thoroughly and accurately

PREREQUISITES

Knowledge of and ability to use relevant codes, determinate sentencing manual, Judicial Council Rules

Knowledge of the following concepts and ability to apply to the facts of the case:

- Enhancements
- Sentence ranges
- Consecutive and concurrent sentences
- Aggravating and/or mitigating circumstances

Ability to make decisions

Ability to determine custody credits, credit for time served

Knowledge of terminology that differs from juvenile court dispositional sentencing procedures

RULES & CONCEPTS

Factors to be considered in the development of recommendations include:

- Department and Court Policy
- Community sentiment
- Prior record, present offense, attitude, victim's statement
- Statutory limitations
- Charges dismissed with "Harvey" waiver
- Factors of mitigation and aggravation
- Stability of employment, home, family, etc.

Case conference with coworkers can be helpful

Clear with supervisor

Consider restitution issues

STEPS

1. Gather case information
2. Identify sustained charge(s) and additional pled or proven charges (enhancements)
3. Determine sentence range(s) for offense(s) from Code and Determinate Sentencing Manual
4. Determine whether sentences can and/or must be served consecutively or concurrently
5. Identify whether or not eligible for probation

AIDS & RESOURCES

Applicable Codes (particularly: Penal, Vehicle, Health & Safety, and Business and Professions Codes)

Determinate Sentencing Manual

Judicial Council Rules

Summary sheets (AS)

Case notes and records

Department policy manuals and declarations for sentencing and probation recommendations

District Attorney policy and preferences for sentencing and probation recommendations

Determinate sentencing forms

Police report

Preliminary transcripts

RELEVANT CORE TASKS

- 55. Compute credit for time served, good time, and work time, for judge at sentencing.
- 61. After information has been gathered, decide on recommendation regarding sentence and/or terms and conditions of probation.
- 146. Prepare pre-sentence or pre-plea report to Superior Court.

VALUE

Since the PO's recommendation is highly regarded by most courts, this decision will have a significant effect on the welfare of the community and the adult offender

Conditions of probation may set tone for any rehabilitation efforts

Court would have little or no access to this information without PO's recommendation and report

PREREQUISITES

Knowledge of case

Knowledge of range of alternative dispositions available, including:

- CDC, CYA or jail (no probation)
- Straight fine (mandated by law and departmental policy)
- Court probation with jail, fine, or neither
- Supervised probation with the same options
- Other county specific options

Knowledge of and ability to locate information in codes and how to apply to given case

Knowledge of the following concepts and ability to apply to the facts of a given case:

- Enhancement
- Sentence range
- Consecutive vs. concurrent
- Aggravating and mitigating circumstances

- Criteria for granting/ denying probation
- Restitution issues

Knowledge of Departmental Policies and Preferences

Knowledge of benefits and drawbacks of the alternative dispositions

Knowledge of cost of probation fees, fines and restitution procedures

Organizing skill:

- Collecting background data
- Scheduling appointments, dictation deadlines
- Information to be presented in court

Ability to simultaneously consider multiple variables in decision-making

- Must be able to sort through case facts and identify critical information and factors

Ability to logically justify and present (verbally or in writing):

- A complex decision
- Internally consistent arguments
- Complications in applying determinate sentencing criteria
- Intricacies of offense and background data

Knowledge of the philosophy and objectives of correctional programs particularly as defined by law and department policy

Writing Skills:

- Grammar
- Ability to write concisely
- Ability to summarize all available information
- Ability to organize facts and conclusions, in logical sequence
- Ability to discriminate facts from personal opinions
- Proofreading skills

RULES & CONCEPTS

In writing report:

- Be concise and include only what is important
- Organize content in a logical sequence

- Have someone proofread for content and style errors
- Present balanced blend of fact and personal opinion

In preparing a pre-plea report:

- Note this is a probation report on the assumption of guilt

STEPS

1. Determine parameters for alternative dispositions defined by law and/or department policy
2. Consider facts of this particular case in light of these parameters
3. Case conference with supervisor
4. Present the recommendation regarding case disposition including sentence and/or conditions of probation
5. Prepare presentence or preplea report (if requested) to Municipal or Superior Court
6. Prepare court document for signature
7. Obtain and process court documents

AIDS & RESOURCES

Case records and notes

Department policy manual

Codes and Determinate Sentencing Manual

Judicial Council Rules

Information from psychiatrist and other rehabilitation agencies

Determinate Sentencing Worksheet

RELEVANT CORE TASKS

259. Prepare Alcohol, Drug, Domestic Violence, Developmentally Disabled or other Diversion/Deferred Entry of Judgement Report

VALUE

Post dispositional or sentence reports affect the State's classification and handling of the offender, contributing to staff and others safety and security, and parole supervision

Minimizes court appearances for all

Diversion reports aid in ensuring proper person is diverted, contributes to the supervision responsibilities of other officers

PREREQUISITES

Knowledge of Code requirements and ability to assess suitability and eligibility

Knowledge of referral resources (AS)

Knowledge of how to interview victims

RULES & CONCEPTS

Regarding "post" reports, determine the seriousness of the offense and the social history of the offender that would affect classification and parole supervision

Determine the defendant's attitude towards the victim(s) and the offense

Regarding diversion reports, determine:

- If offender eligible
- If offender suitable

Determine restitution

STEPS

1. (see Map 4.3)

2. (see Map 4.3)
3. (see Map 4.3)
4. Prepare "post" report. If diversion report, include suitability and eligibility

AIDS & RESOURCES

Applicable Codes

Departmental policy and procedures (AS)

Case records and notes

Judicial Council Rules

Victims/witness assistance

RELEVANT CORE TASKS

68. Review probationer's file to become familiar with the nature of the offense, prior record, and individual's social, educational, and employment history.

VALUE

Provides additional detailed information on the physical and psychological condition of the adult or juvenile

Provides additional information for sentencing

PREREQUISITES

Knowledge of how to obtain reports

Knowledge of major classifications of mental disorders and the primary symptoms and prognosis for each or ability to look up in the Diagnostic and Statistical Manual (DSM), American Psychiatric Association

Ability to use the Physician's Desk Reference Manual (PDR)

RULES & CONCEPTS

Key information to identify:

- Diagnosis, prognosis and recommendation for treatment (medical or psychological)
- Medication prescribed or recommended

STEPS

None.

AIDS & RESOURCES

PDR

DSM

Psychologist or psychiatrist who wrote evaluation

District Attorney, other Probation Officers

Supervisor

RELEVANT CORE TASKS

67. Contact probationer about to be released from custody to set up initial interview appointment.
68. Review probationer's file to become familiar with nature of the offense, prior record and individual's social, educational and employment history.
79. Consult with outside agencies to which the probationer has previously been referred to get their input (for example, for development of a treatment plan.)

VALUE

This initial meeting is required by the law and the court order

Failure to review the probationer's file may get the relationship off to a poor start and/or requirements of the court order will not be met

If Probation Officer does not review the file and plan the interview, he/she is not likely to have information needed to establish case goals/plan

If amount of restitution is not determined/ordered, victim's rights compromised

PREREQUISITES

Ability to identify information in probation report and court order necessary to establishing a case plan and goals

Interviewing skills

Note-taking skills

Knowledge of interview procedures for probationers who are in custody

Ability to determine present location of probationer

Knowledge of record keeping procedures (AS)

Awareness of victim's rights regarding restitution

RULES & CONCEPTS

Methods for contacting probationers:

- In custody
- Telephone
- Mail
- Through the court (court may have set an interview date at the time of trial)

Office is best place for initial interview:

- Supports authority of PO
- Reinforces legality and formality of relationship
- Fewer distractions
- Paperwork is accessible
- Reinforces probationer's accountability
- Better control of interview

Home of probationer is second choice

- Allows PO to assess home and neighborhood
- Provides PO with insight into family dynamics

Restitution amount should be determined as soon as possible

- Establishes early habit of payment

Provides justice for the victim

STEPS

1. Contact probationer to set up initial interview appointment
2. Review probationer's file (refer to Maps 2.0 and 3.0 for Rules and Concepts)
3. Check to see if the amount of restitution remains to be determined
4. Contact victim regarding restitution claims to be determined
5. Plan interview to fulfill legal requirements, establish relationship with probationer, and gather additional information needed to develop case goals and plan
6. Gather necessary documents for probationer's signature

AIDS & RESOURCES

Probationer's file

Court order

Form letters for contacting probationers (AS)

Form letters for contacting victims regarding restitution to be determined by PO

RELEVANT CORE TASKS

- 70. Review terms and conditions of probation with probationer and family.
- 71. Interview new probationer to assess her/his needs.
- 74. Interview new probationer to assess the risk she/he poses to the community.
- 123. Refer probationer/client to appropriate program or agency.
- 124. Refer members of probationer's/client's family, victim(s), or others to counseling and/or other appropriate program or agency.

VALUE

The probationer must understand the conditions of probation

Inadequate or invalid assessments at this point could result in an inappropriate case plan/goals which:

- Places the PO, the community, and/or the probationer in danger
- Fails to meet the needs of the probationer thus undermining the rehabilitation objectives

Sets the tone for future contacts with probationer

PREREQUISITES

Interviewing skills

- Ability to ask questions that assess the probationer's understanding of conditions of probation
- Ability to put the probationer at ease
- Listening skills
- Ability to assess any communication problems

Knowledge of court order format and typical contents and the ability to accurately explain the conditions in simple terms

Knowledge of procedures for getting probationer started in commonly used maintenance or treatment programs

- What programs are available

- Location
- The focus of the treatment methodology and eligibility of defendant
- How to get there
- Who to talk to
- How to verify that probationer is in program
- How to obtain progress reports

Knowledge of registration procedures

Knowledge of probationer identification procedures (e.g., finger printing, "mug shots")

Knowledge of indicators of gang affiliation

General understanding of psychological principles:

- mental disorders, primary symptoms, common treatment programs
- prognosis

RULES & CONCEPTS

Explain conditions of probation:

- Express conditions in simple terms
- Ask specific questions to assess degree of understanding and literacy
- Obtain probationer's signature indicating understanding of agreements (e.g., Federal Gun Control Act, restitution obligations)

Search and seizure:

- The probationer must understand that he can be subjected to search and seizure at any time
- Explain to parents

Usual conditions of a court order in a drug case include:

- Testing
- Search and seizure
- Treatment order
- Waiver of confidentiality
- Level of cooperation

With psychological tests and the interpretation, it is important to know:

- who administered and interpreted the test

- who hired them to do so;

Opinions written by psychologists or psychiatrists hired by defense counsel may be quite different than those completed for the DA

In assessing risk during interview, observe and record in notes:

- Behavior suggesting anger, aggressiveness, paranoia, lack of remorse, rapid shifts of affect, general mood
- Plan for the future
- Living arrangements
- Life decisions made in past
- Financial stability
- Personal situation must be taken into account
- Family relations and stability
- Need for or use of medication
- History of being "victimized"
- Lack of cooperation
- Danger and risk the probationer poses to the supervision officer (e.g., neighborhood and home environment, gang affiliations, weapons)

STEPS

1. Explain purpose of interview
2. Review terms and conditions of probation w/probationer and his/her family
3. Ensure that all understand the conditions of probation (including, but not limited to financial obligations)
4. Interview new probationer to assess his/her needs
5. Interview new probationer to assess risk he/she poses to the community and take notes
6. Obtain waivers
7. Explain expectations of PO
8. Explain process of informal probation
9. Respond to questions the probationer or his/her family may have about probation or justice system
10. For court ordered conditions that are to begin immediately (e.g., treatment for drug or sex offenders) detail exactly what the probationer is to do next (e.g., registration procedures)
11. Obtain probationer's signature and thumb print for "flash notice"

12. Give copies of all necessary documents to probationer

AIDS & RESOURCES

Interview format prepared by PO prior to interview

Probationers file

Court order

Lists of commonly used maintenance or treatment programs

Locations and maps of programs for the probationer

Exchange of information (waiver)

RELEVANT CORE TASKS

- 78. Decide on the frequency of contact needed during supervision, on the basis of the risk involved, and the needs of the probationer.
- 79. Consult with outside agencies to which the probationer has previously been referred to get their input (for example, for development of a treatment plan).
- 80. Set goals for treatment or probationer's conduct under supervision (develop a treatment plan, for example).
- 81. Draw up contract with juvenile outlining conditions of informal probation.
- 163. Write or dictate case treatment plan.

VALUE

Supervision plan provides framework and schedule for assuring that conditions of probation are fulfilled

Adequate management of case load requires risk/need plan for each probationer

Provides basis for rehabilitation, re-socialization of probationer

PREREQUISITES

Ability to translate conditions of probation as ordered by court into an appropriate supervision plan and case goals

Knowledge of the agency's case management system and guidelines (AS)

Ability to use a risk and need assessment system

Knowledge of agency's classifications policy (AS)

Knowledge of available resources to assist probationer in compliance with conditions of probation and treatment plan

RULES & CONCEPTS

Achieving compliance with conditions of probation is the primary reason for developing a supervision plan

State law does not specify frequency of contact except in out-of-home placement cases (see WIC)

Basis for decision on frequency of contact must be recorded in field notes and/or case file

Case plans must be:

- Behavioral specific
- Realistic
- Acceptable to probationer and PO whenever possible

If probationer is on juvenile informal probation, develop behavioral contract with conditions

STEPS

1. Consult with other agencies to which the probationer has previously been referred to obtain their input (e.g., development of a treatment plan)
2. Evaluate issues that would impact officer safety in the supervision plan
3. Decide on frequency of contact needed for supervision based on the assessed risks and needs
4. Set goals for treatment and/or probationer's conduct under supervision

AIDS & RESOURCES

Professional contacts with other agencies

Case file

Risk and need assessment system

Appointment/report forms

Release of information forms

RELEVANT CORE TASKS

- 87. Contact victim(s) and ask them to detail their losses and estimate the dollar value of the loss.
- 88. Evaluate restitution claims submitted by victim(s).
- 89. Challenge victim(s)' claims for restitution which seem unjustified.
- 90. Determine recommendation on the amount of restitution due the victim(s).
- 91. Interview probationer/client and/or family to determine ability to pay restitutions, fines, and other payments.
- 93. Set up a payment schedule of fines, restitution, and other payments.

VALUE

Restitution/fine may be specified by the law or the court order

PO is subject to disciplinary action if conditions of probation are not met as result of negligence

PREREQUISITES

Knowledge of case

Knowledge of any special considerations involved when interviewing certain victims (see Map 2.14)

Knowledge of legal definition and parameters of:

- Restitution
- Restitution fines
- Restitution fund
- Cost of probation
- Crime Victim's Fund
- Other fees

Knowledge of agency's fine and restitution policy

Knowledge of C.O.R.I. and ability to recognize what information can be divulged and to whom

Knowledge of procedures for handling other victim financial obligations (e.g., Crime Victims Fund)

Knowledge of how to involve probationer in the use of financial mediation services for bills

Knowledge of collection services (AS)

Knowledge of probationer compliance issues and formally noticing the court (AS)

RULES & CONCEPTS

Points to consider in evaluating restitution claims by victims:

- Do they match the DA report, police report?
- Are the claims accurate and realistic?
- Is there any evidence of double dipping?
- Is the victim's claim associated with offense for which convicted?
- Was restitution ordered by the court?
- Was claim filed with the Victims of Crime Fund?

Does victim want restitution or will victim proceed civilly?

Items considered as losses for restitution purposes:

- Medical cost
- Lost wages
- Lost profits
- Repair and/or replacement costs

In assessing the probationer's ability to pay, determine ability to comply with the court's order and prepare (and verify) a financial statement including:

- Monthly income
- Assets
- Liabilities

In setting up payment schedule, be sure that all payments will be completed prior to the end of the probationary period

STEPS

1. Interview victim to detail losses and/or injuries
2. Obtain written claims, include receipts or estimates to substantiate
3. Identify other financial obligations (e.g., Crime Victims Fund)

4. Evaluate restitution claims submitted by victims
5. Make recommendations on the amount of restitution due to victim
6. Interview probationer to determine ability to pay
7. Set up payment schedule for restitution, fines, and other payments
8. Notify victim of payment plan and status

AIDS & RESOURCES

Applicable codes

Judicial Council's brochure on victims of violent crimes

Bulletins from Board of Control regarding assessment schedules, restitution, fines, etc.

RELEVANT CORE TASKS

- 94. Interview probationer to determine progress toward treatment goals and compliance with terms and conditions of probation.
- 96. Visit the home, neighborhood, school, and/or work place of probation/client to check on the individual's conduct and compliance with terms and conditions of probation or wardship.
- 104. Check for physical signs of drug abuse by probationer/client (as ordered by the court or as part of regular monitoring).

VALUE

Personal contact with probationer may be required by the conditions of probation

Provides unique information that can only be obtained through a personal visit (e.g., evidence of continuing substance abuse, changes in attitudes or behavior)

Reinforces probationary status and need to meet conditions of probation

Assures ongoing accountability of probationer

Legal liability for negligence in supervision could arise

PREREQUISITES

Ability to recognize signs of danger when making field visits (see Rules and Concepts column)

Knowledge of county policy regarding when PO should be accompanied by police officers

Laws of search and seizure (See P.C. 832 Arrest and Firearms)

Knowledge of characteristics and problem signs with the following probationer related issues:

- Use of addicting drugs (e.g., heroin)
- Other drugs (e.g., PCP, cocaine, marijuana)
- Alcohol abuse
- Burglary/theft offender
- Neighborhood

- Gang affiliation
- First time offender, crime of "passion"
- Child abuse, family violence

Interviewing skills

Caseload management skills

Note-taking skills

Ability to take a urine sample following specified procedures

Able to demonstrate knowledge of relationships between signs and classes of drug use, both from verbal description and behavioral observation

Knowledge of which drugs are currently being used in the community

Ability to manage time, organize work to meet standards for contact and paperwork, keep track of case goals, plans and time frames

Ability to use basic counseling, problem solving and referral techniques

RULES & CONCEPTS

When conducting interview contacts consider the following:

- Department policy regarding field visits vs. in the office
- What is the purpose of the interview (e.g., surveillance, testing)
- Nature of the case (assess risk)
- Gender of PO vs. probationer
- Time of day (case law requires that it be a reasonable time)
- Any need for assistance (always in high risk and/or intensive supervision cases)
- Physical environs
- Criminal histories of family members (particularly those in the home)
- Contact with other PO's agencies involved with the family

When making a field visit:

- Always inform the office of where you are going, who you will be visiting, and when you expect to return
- Assess "lay of the land" upon arrival: motorcycles, noise, party, dogs, evidence of alcohol consumption, odors (e.g., ether)
- Be aware of your own stereotypes and prejudices

- Don't park in front of house for search or arrest
- When accompanied by police officers, establish a leadership role

Recognize the value of visiting and observing probationer in a variety of settings (e.g., home, school, work, neighborhood)

Field contacts provide a more complete picture of the needs, problems, and/or progress of the probationer

Determine if visiting the probationer at work might cause problems for him/her with the employer

Maintaining a current knowledge of available street drugs may make it easier to determine symptomology in probationer's behavior

STEPS

1. Determine where and when to interview probationer
2. Determine purpose of interview
3. Interview probationer, gathering information that will allow comparison of behavior with court order and case goals
4. Visually assess the physical demeanor of the probationer and take any necessary actions
5. Record date, place, time and substance of interview in field notes and/or case file

AIDS & RESOURCES

Community/agency resources

Co-workers

Supervisor

Safety equipment

Communications equipment

Chemical Agents

Defense Weapons (AS)

RELEVANT CORE TASKS

95. Interview parents, relatives, school officials, employers, and/or others in probation officer's office or over the phone to check on probationer's conduct and compliance with terms and conditions of probation.

VALUE

Each of these contacts represents an additional source of information on the probationer's compliance and progress

Each of these contacts can help reinforce the importance of compliance and progress, i.e., they can help the probationer move in a positive direction

Can help determine if the minor's needs are being addressed, e.g., I.E.P., counseling, medical/psychological needs

Each of these contacts can determine whether to increase or decrease frequency of contact and/or recommend change or termination of probation

PREREQUISITES

Knowledge of case, and particularly the roles these contacts play in the probationer's life (positive or negative)

Knowledge of C.O.R.I. and other confidentiality procedures (AS)

RULES & CONCEPTS

If possible, parents should be treated as partners rather than adversaries

Clearly explain the case plans/goals and their rationale to the parent and minor or other contact

Establish the nature of your role and theirs in the case

STEPS

(see Map 2.8)

AIDS & RESOURCES

Case records and notes

School directory

RELEVANT CORE TASKS

- 101. Review report forms submitted by probationers (or other regular written report from probationer) to check place of residence, employment, probationary payments (fines, restitution, or support) and arrests in the preceding month.
- 102. Review department reports to monitor payment of fines, restitution, or other payments by the probationer.
- 105. Get progress reports (orally or in writing) from referral sources (treatment, educational, employment, or training programs) working with a probationer/client (as ordered by the court or as part of regular monitoring).
- 106. Visit placement/treatment agencies to discuss probationer's/client's progress with probationer and agency staff.
- 107. Call or correspond with staff and/or administrators of placement agencies about the behavior of probationer/client.
- 125. Follow up to verify that probationer or other individual received service and to evaluate the success of referral.

VALUE

Agency may lose funding if WIC contact requirements are not met

Without these reports, information needed to monitor conditions of probation set by the court may not be available

May result in legal liability if PO does not know current status of case

PREREQUISITES

Knowledge of how to obtain department payment reports

Knowledge of how to obtain and read police citations and bookings

Knowledge of state law (codes) and agency/court policy regarding non-compliance with conditions

Must understand court orders, particularly with respect to fines and restitutions

RULES & CONCEPTS

Items to check in reports submitted by probationer

- Changes in place of residence, school, work
- Omissions in the report
- Discrepancies with known facts from other sources (e.g., police reports)
- Discrepancies from plan for paying restitution, fines or other

Review court order to determine if changes made by probationer are allowed

When contacting other sources (e.g., placement agencies) determine whether you need a written report or whether an oral report will suffice

Compare the reports of referral source to the reports of the probationer; this provides data for evaluating the effectiveness of the referral and/or the truthfulness of the probationer

In contacting staff of placement agencies, be sure to follow the minimum contact requirements specified by the WIC

Take careful notes regarding all conversations and contacts – either during or immediately after

STEPS

1. Review report forms submitted by probationer
2. Review department reports to monitor payment of fines or restitution, etc.
3. Review citations issued by police or bookings in jail or juvenile hall for violations of probation and new offenses
4. Monitor traffic matters
5. Correspond with staff and/or administrators of placement agencies (verbally and in writing)
6. Follow-up to verify that probationer received service and to evaluate the services of referrals, obtain progress reports

AIDS & RESOURCES

System for tracking incoming report forms

Department records payments received

Police citations, bookings

Professional contacts with police, persons in referral source, placement agencies, etc.

Field Book

RELEVANT CORE TASKS

- 108. Evaluate extent to which probationer is making satisfactory progress toward goals and is complying with conditions of probation.
- 109. Determine whether to increase or decrease the frequency of contact and/or to recommend revocation, modification, or termination of probation.
- 110. Reclassify cases which no longer require personal contact to "minimum supervision" status or refer to a "bank caseload".
- 255. Determine whether to recommend revocation, modification, or termination of probation.

VALUE

Different responses to probationer behaviors are necessary because:

Required by law, court/ department policy in case of probation violation or new law violation

Required in some cases to protect community and/or probationer

Positive behavior and progress should be reinforced and conversely, negative behavior needs to be addressed

Where reduced frequency of contact is possible given behavior, more attention can be given to cases with higher risk and/or need

PREREQUISITES

Thorough knowledge of the case

Knowledge of the legal requirements based on the court order and also those specified by codes

Ability to use risks/needs assessment system

Ability to apply basic psychological principles to the facts and circumstances of a given case; for example:

- Reinforcement
- Punishment
- Goal-setting
- Needs and values

- Self-concept
- Environmental effects
- Relapse and recovery

RULES & CONCEPTS

Reassessments of the case should be a part of the original case plan and undertaken at given intervals in addition to any reassessments prompted by current behavior

In making decision to modify conditions of probation and/or the frequency of contact, check the court order; it may not be possible to make a change

Assure that goals and plans have been actively pursued

STEPS

1. Gather all information
2. Compare case plan and goals to current status
3. Reassess needs and/or risk
4. Consider possible modifications in plan (in light of the original court order and provide proper notice)
5. Implement appropriate actions(s):
 - modify goals, plan, schedule
 - reinforce goals, plans, behavior
 - effect an arrest if a violation of the law or conditions of probation
 - request warrant on missing probationer or file petition
 - Initiate court process when probationer violates the law or conditions of probation
 - Transfer to bank caseload
 - Recommend early termination
 - Verify registration as required by law

AIDS & RESOURCES

All case records, reports, notes

Risks/needs assessment system

School and/or employer records

Local and state booking and arrest records

Supervisor
Co-workers

RELEVANT CORE TASKS

- 53. Evaluate the seriousness of a violation of probation and decide whether to file charges.
- 111. Review citations issued by police and/or bookings in jail or juvenile hall for violations of probation or new offenses by probationers.
- 112. Arrest probationers who violate the law or conditions of probation.
- 113. Request warrant from court on missing probationer.
- 114. File petition or request that petition be filed to initiate court process when probationer violates terms of probation or commits a new offense.
- 141. Prepare report giving recommendation to detain or release juvenile and rationale for recommendation.
- 153. Prepare report for supplemental action (for example, revocation, modification, or termination of probation).
- 155. Prepare memorandum to the court.
- 256. Share appropriate information with law enforcement agencies.

VALUE

Legal obligation to report new violations of the law or probation

Failure to do so may pose a risk to the community

Improper handling of process may undermine the case against the probationer

Legal liability for negligence

Can provide for the safety and security of the probationer

PREREQUISITES

Knowledge of the court order and relevant code

Knowledge of arrest procedures, including PC 832

Knowledge of transportation policies for arrestees (AS)

Knowledge of the content and format requirements for violation of probation report

Familiarity with affidavits and petitions for warrants

Know where to send a warrant once obtained

Knowledge of the options available (i.e., informal handling, arrest)

Knowledge of time frames for filing (AS)

RULES & CONCEPTS

Be certain that the violation is in fact a violation; check your facts with the court order or the relevant code

Produce detailed documentation on the violation, e.g., the violation and the circumstances leading to and surrounding the violation

In requesting a warrant on missing probationer:

- Try tracing techniques first
- Prepare petition describing evidence which provides reasonable cause to believe violation has occurred
- Explain why warrant is needed

When deciding to initiate court process, determine whether probationer should be held in custody

In responding to a law violation by the probationer:

- Assess the sufficiency of the evidence and risk

Know the process and response options in your agency (AS)

STEPS

1. Evaluate seriousness of violation
2. Consider pro's and con's of options
3. Determine appropriate response
 - Effect arrest
 - Formal court action
 - Informal sanctions
 - Request warrant
4. Request new convictions in violation of probation hearing

AIDS & RESOURCES

Court order

Annotated codes

Arrest, transportation and use of restraints policy (AS)

Violation of probation report form, affidavit form, petition forms (AS)

Consult with supervisor

RELEVANT CORE TASKS

- 115. Review request for permission to leave county temporarily and decide whether to approve or deny request.
- 116. Review request for permission to leave county permanently (change of residence to another county or state) and decide whether to approve or deny request.
- 117. Initiate procedures to recommend transfer of case to appropriate court in new jurisdiction.
- 118. Initiate procedures to request Interstate Compact Supervision for probationers wishing to leave the state permanently.

VALUE

Assures supervision and treatment of probationer, protection of community, and fulfillment of conditions of probation

Proper court jurisdiction is maintained

Timely delivery of probation services require supervision in county of residence

Meets legal mandates

Probationer with sound reason for leaving county may not be allowed to go, thus potentially undermining his/her progress

Probationer with high risk or need is not subject to supervision and may endanger the community or him/herself if allowed to leave

PREREQUISITES

Knowledge of the specific process for requesting transfer (AS)

- Forms
- Agreement between counties
- Written instructions
- Court report
- Sequence of events

Knowledge of the definition, parameters, procedures and applications of:

- Courtesy supervision
- Interstate Compact supervision

Knowledge of these procedures in the county of residence

Knowledge of PC1203, WIC 1300 and WIC 750 et seq., and ability to apply to given cases

Knowledge and understanding of the probationer's case

RULES & CONCEPTS

Be aware of time constraints

For temporary leave:

- Ask where, when, why, and with whom
- Consider the following:
 - Degree to which case plan will be interrupted
 - Specificity of court order regarding leave
 - Reason (verify if possible)
 - Nature of the offense and its relationship to where the probationer is going and with whom
 - Time of day or week of request (e.g., assigned PO out to lunch, on vacation, late Friday afternoon)

For permanent leave within state consider:

- Does the reason outweigh the potential costs of extradition?
- To what extent have the terms and conditions of probation been met to date?
- Do extradition laws or policies apply in this case?
- Nature and seriousness of the offense
- Is courtesy supervision a possibility?
- Does request meet legal requirements?
- Transfer of jurisdiction within state (PC 1203.9 or WIC 750-755)

For out-of-state leave:

- Request Interstate Compact supervision (PC 1203 – adults; WIC 1300 – juveniles)
- Obtain law enforcement input, including DA when appropriate

STEPS

For adult and juvenile offenders:

1. Verify residence by:
 - Visiting house
 - Sending registered letter
 - Contact Interstate Compact
2. Determine that residence is out of the county via statement from probationer, mother, father, or other family member, or by rent receipt
3. Verify probationer's compliance with PC 1203.9
4. Complete request for transfer from
5. Request transfer to or from another state through interstate compact administrator
6. Run rap sheet
7. Gather all required papers, documents and case needs, and send to county or state of residence
8. Receive materials back from county or state of residence
9. Set case on court calendars, when appropriate (request courtesy supervision for juveniles when case is in state)
10. Complete court report, when appropriate
11. Wait for court order for transfer

AIDS & RESOURCES

Directory with listing of criminal justice agencies

Chief Probation Officers of California's (CPOC) list of courtesy supervision issues

Case records, notes, etc.

School personnel employer, etc.

Other jurisdictions interstate compact administrator

PC 1230.9 Guidelines

CLETS

Travel permit/waiver

RELEVANT CORE TASKS

- 150. Prepare supplemental report on results of professional evaluation (for example, psychiatric, medical) and any additional recommendations based on that evaluation.
- 152. Prepare supplemental report updating the court on progress of probationer or ward of the court (for example, annual review or progress report).
- 153. Prepare report for supplemental action (for example, revocation, modification, or termination of probation).
- 163. Write or dictate case/treatment plan.
- 164. Write or dictate case review (summary of case progress).

VALUE

Failure to write a supplemental update report every six months for a juvenile placement will result in funding being cut off

Legal mandate to write case reports

Enables court to make good decisions based on current/accurate information

Provides a mechanism for changing the court's order based on changing circumstances in the case

PREREQUISITES

Writing skills

Organizational skills

Knowledge of deadlines for filing or reports with the department and the courts (AS)

RULES & CONCEPTS

Supplemental report updating court on progress of probationer:

- Must contain all information necessary for court to determine if its order is being met
- Should be concise in covering major points of the court order (usually half page with attachments from referrals or placements as needed)

Termination report:

- Every condition of probation must be met or set aside
- Check records carefully (DMV, CII, accounting, local police)
- Verify all information

STEPS

1. Compose, write and/or dictate report, including:
 - Supplemental, termination, case review and update reports

AIDS & RESOURCES

Case file

Report forms

System that monitors when supplemental report on probationers are due

Current rap sheets

Reports from other agencies/placement facilities/service providers

Knowledge of:

- Case plan
- Progress reports
- Supplemental reports
- Reports from families, employers, schools
- Reports from treatment facilities
- Revenue and recovery reports

RELEVANT CORE TASKS

- 157. Fill out probation department forms or other forms.
- 158. Write or dictate internal memos.
- 159. Write or dictate correspondence.
- 160. Take notes for own use.
- 161. Write case notes in probation file or keep chronological reports about probationer/client.
- 162. Make log entries.
- 167. Pull files and gather paperwork to be forwarded to others.
- 168. Gather data for statistical reports (for example, caseload count and make up).
- 169. File paperwork in own desk, file drawer, or filing cabinet.
- 170. Proofread and/or edit reports that have been typed.
- 235. Read internal memos, correspondence.

VALUE

Given the heavy caseloads that most POs carry, planning and prioritizing of the work are essential to meeting the objectives of monitoring compliance and rehabilitation

Failure to match the pattern of supervision with assessments of need and risk may place the community and/or probationer in danger and subvert case goals

PREREQUISITES

Familiarity with the case management approach or system used by your agency

Ability to prioritize work in terms of urgency and legal mandates

RULES & CONCEPTS

Identify important areas of job assignment and establish community contacts who can be reached quickly and easily for information or other assistance

Identify work that can and cannot be delegated to support staff

Set up system for keeping track of deadlines, monitoring probationers, etc.

Set up system for accessing needed forms, manuals, etc.

Set priorities and limits for the work (e.g., time on phone with individual probationer)

STEPS

Add new cases to caseload rosters

Calendar pending court dates

Calendar termination dates

Check jail bookings

Consult and share information with co-workers and supervisors

AIDS & RESOURCES

Department Policy and Procedures Manual (AS)

Support staff

Calendars

Tickler files

Booking sheets

RELEVANT CORE TASKS

- 119. Refer probationer/client for professional evaluation (for example, medical, psychological, alcohol or drug evaluation) as requested by the court.
- 120. Identify treatment, educational, employment, or other program (for example, alcohol, drug, or counseling treatment program) which will meet the needs of a probationer/client, his/her family, or others.
- 121. Contact treatment, educational, training, or employment program, or other community agency, describe probationer's/client's needs, and obtain their commitment to work with the probationer/client.
- 123. Refer probationer/client to appropriate program or agency.
- 124. Refer members of probationer's/client's family, victim(s), or others to counseling and/or other appropriate program or agency.
- 250. Refer complaints of suspected child neglect/abuse and file appropriate notifications under the law.
- 251. Refer complaints of suspected elder abuse and file appropriate notifications under the law.
- 252. Refer complaints of suspected domestic violence to proper agencies for assistance.

VALUE

Aids in the rehabilitation of probationer

Supports attempts to ensure that no serious physical harm comes to probationer, family members or acquaintances

Promotes probationer and family members emotional health and stability

PREREQUISITES

Knowledge of procedures for making referrals

Knowledge of procedures for determination of the probationer's needs (e.g., diagnostic evaluation)

Knowledge of community resources:

- What type of facilities are in local areas:

- Residential
- Outpatient
- Private
- Public
- Adult vs. juvenile

What resources will treat:

- Alcohol
- Drug
- Vocational
- Educational
- Family relationships or violence
- Child counseling

As well as their:

- Availability
- Cost
- Location
- Reputation
- and/or
- credibility

Knowledge of ethics and liability regarding confidentiality

Legal reporting requirements

Knowledge of the probationer's needs:

- Type of problem
- Severity of problem
- Financial status
- Age
- Mobility and transportation
- Level of sophistication
- Home/family situation

Ability to communicate the probationer's needs to these resources

Knowledge of mandated reporting responsibilities

- Child abuse
- Elder abuse
- Duty to warn

Awareness of requirements regarding domestic violence cases, batterer's program

RULES & CONCEPTS

Verify credibility of the program

Most of the direct work toward client change will be done by these outside sources. For this to occur, however, the PO must be an effective "services broker"

Determine financial ability and other options to pay for evaluation

Transportation to facility

Childcare coverage

Cycle of violence issues (domestic violence cases)

STEPS

1. Read case file
2. Meet with client
3. Match needs to program
4. Contact program
5. Describe the probationer's needs
6. Get commitment from the program
7. Make referral

AIDS & RESOURCES

Community Resource Manual

Other DPO's

- For reputation/ credibility
- How is the best way to contact the facility
- Who to speak with

Review evaluation and previous treatment reports

Release of information forms

Mandated report forms

Victim/witness program

800 numbers for automated referral information

RELEVANT CORE TASKS

- 106. Visit placement/treatment agencies to discuss probationer's/client's progress with probationer and agency staff.
- 107. Call or correspond with staff and/or administrators of placement agencies about the behavior of probationer/client.
- 125. Follow up to verify that probationer or other individual received service and to evaluate the success of referral.

VALUE

Verifies compliance with court order/probation condition

Provides an assessment of the agency offering the service

Provides an assessment of progress

PREREQUISITES

Knowledge on use of release of information form

Knowledge of procedure to use when contacting agency

Knowledge of procedure to use to verify service received

RULES & CONCEPTS

Some programs may require more confidentiality than others, e.g., medical programs

If problem getting verification information:

- Contact agency
- Probationer can get release form signed at agency
- PO can get a Court order (send report to Court, copy of report to agency) use only in extreme cases)
- PO should be assured that information can be obtained by referral

Looking for:

- If behavioral change has taken place in the probationer
- If service promised is the service being delivered
- If there is a good match with the probationer and the agency
- If any conflicts with the time limits and the conditions of probation
- Compare any achievements with the anticipated goals

STEPS

1. Get release of information form signed
2. Contact agency
3. Verify that the probationer, individual received the service
4. Determine if probationer is complying with the court's order
5. Obtain progress report

AIDS & RESOURCES

Release of Information Form

Consultation with supervisor

Use of verification forms

Referral agency's personnel

Co-workers

Probationer's family

RELEVANT CORE TASKS

- 192. Visit placement facilities to learn about and evaluate the care and/or treatment they provide.
- 193. Visit community-based organizations to learn about their services and establish relationship with their staff.
- 268. Keep informed of areas of legal liability (personal, agency, county).

VALUE

Legal requirement

Provides for the monitoring of personnel, physical plant, and programs with respect to standards

Failure to do so may result in poor service to probationers, various kind of abuse, case goals not being met, new violations by probationer

Establishes rapport and trust between Department and agency which benefits everyone concerned

If not done, a misuse of funds could occur where the resource organization would not be meeting the probationer's needs

If not done, there could be liability issues for department

PREREQUISITES

General knowledge of licensing standards for placement facilities

Interviewing skills

Interpersonal skills

Knowledge of placement and TANF laws and procedures

Knowledge of relevant WIC sections pertaining to placement

Knowledge of placement needs of your department

RULES & CONCEPTS

Things to look for and do during placement facility visit:

- Does the placement agency keep the PO informed
- Compare program described with program observed
- Check out physical plant
 - Does it meet licensing standards
 - State of cleanliness, repair
- Sleeping accommodations (e.g., cramped?)
 - policy for behavior control
- Talk with juveniles in the facility
- Identify problems with fighting, runaways, race, and/or sexually acting out at the facility
- Can they accommodate pregnant juveniles
- Identify inadequate explanations for changes in program or personnel, etc.
- Determine location, how far the facility is from your department
- Duty to report to licensing

STEPS

1. Review written information on program if available
2. Talk with other POs who have made placements in the facility or probationers who were placed there
3. Determine staff capabilities (e.g., qualifications, experience, night staff, staff/child ratio)
4. Determine accuracy of communications reviewed from facility staff
5. Check with local and state licensing regarding license status, any complaints or pending action
6. Visit facility
7. Record observations and recommendations (particularly any reasons for not using)
8. Evaluate degree to which facility is meeting needs of individual minors
9. Evaluate compliance with family regarding reunification plan
10. Receive quarterly reports

AIDS & RESOURCES

Professional contacts at the facility or organization

Other POs

Probationers previously placed in facility or referred to the organization

Case file

State licensing/ compliance board

Local social service agency

Other departments and placement consortiums

RELEVANT CORE TASKS

- 196. Contact Department of Social Services, schools, law enforcement and other agencies to develop or maintain continuing working relationship.
- 257. Represent probation department perspective in joint operations with other law enforcement/corrections agencies (such as gang task force, etc.).

VALUE

A two-way cooperative relationship with agency personnel is extremely helpful when information or assistance is needed

The PO's work could be considerably more difficult if these relationships are not maintained (e.g., lack of cooperation, refusal to assist or provide an exchange of information, non-professional criticism of each other to probationer or other agencies)

PREREQUISITES

Interpersonal skills

Knowledge of C.O.R.I. and confidentiality principles and procedures

RULES & CONCEPTS

Probationers or other probation officers can be helpful in identifying good contact persons in different agencies

This is a two-way relationship; be prepared to provide help to the contact

Ask questions about the other agency's mission, problems, needs, philosophy, and local issues of concern

Spend some time building, working on collaboration and partnerships in these relationships

Serve on multi-agency committees

STEPS

None.

AIDS & RESOURCES

List of these agencies, phone numbers and key professional contacts

Memorandum of understanding between the agencies

RELEVANT CORE TASKS

- 128. Inform police department of law violations by probationer/client.
- 129. Give police department information which may help them investigate a case.
- 130. Notify other agencies (for example, Department of Social Services) of information in which they may have an interest (for example, change of placement).
- 131. Notify anyone who is the specific object of threats by a probationer/client.
- 250. Refer complaints of suspected child neglect/abuse and file appropriate notifications under the law.
- 251. Refer complaints of suspected elder abuse and file appropriate notifications under the law.
- 252. Refer complaints of suspected domestic violence to proper agencies for assistance.
- 256. Share appropriate information with law enforcement agencies.
- 257. Represent probation department perspective in joint operations with other law enforcement/corrections agencies (such as gang task force, etc.).
- 258. Notify victim as required by law when probationer is released.

VALUE

Assisting and working with other agencies increases potential for cooperation when you need assistance or information

Failure to notify the object of a threat may result in liability for the department and personal liability for the PO

Notification increases community safety

PREREQUISITES

Current knowledge of probationer's intentions and/or behavior

Knowledge of an ability to apply C.O.R.I. principles and confidentiality procedures when making decisions regarding the release of information

Knowledge of conditions under which person who is the object of a probationer's threat must be notified (also see Map 8.2)

Knowledge of information-sharing on probationers who have contagious diseases (e.g., applications of PC 1202.1)

Local TNG rules

Knowledge of Meagan's law

Knowledge of WIC and Juvenile Court Rules regarding the transfer of a serious offender to another county

Knowledge of WIC regarding serious offenders at school

RULES & CONCEPTS

POs and other officers of the court have a responsibility to notify authorities of new law violations and provide assistance where possible in their investigation

Things to do to help police investigate a case:

- If they call, respond
- Be aware of bulletins, wanted posters
- Take license number in a suspicious situation and report to police

When to inform police of a new violation by a probationer:

- New criminal offense
- When you judge the offense to be serious
- When signs of danger towards a potential victim are present, call supervisor and police

Duty to warn issues may be present in various situations (e.g., employment, threats, schools, neighborhoods)

As required, notify victim when probationer is released from custody

STEPS

None.

AIDS & RESOURCES

Professional contacts (local law enforcement, community resources and placement agencies)

Departmental policy and procedures manual

Relevant Penal and WIC Codes

Mandated reporting forms

Multi-disciplinary teams

Law enforcement liaison groups

RELEVANT CORE TASKS

126. Respond to questions from probationer/client in person or over the telephone.

VALUE

PO's ability to answer questions may prevent probationer from violating conditions of probation, provide probationer with information needed to make progress toward case goals

Clear communication is necessary to build relationship with probationer and facilitate his/her commitment to goals

Misunderstanding may prompt variety of negative responses (e.g., hostility, threat of or actual suicide, commitment of new offense)

PREREQUISITES

Knowledge of the law and agency policy relevant to the case

Interviewing skills

Interpersonal skills (e.g., assertiveness)

Knowledge of how to obtain information from case file rapidly

RULES & CONCEPTS

When answering questions:

- Verify identity of person you are talking with
- Be sure you understand question
- Give honest answers
- Watch for ulterior motives and hidden agendas
- If you don't know, say so
- If you know who may have the answer, refer the probationer; encourage him/her to initiate the contact where appropriate

Typical questions relate to:

- Out of county or state leave request
- Jobs
- Possession of a firearm
- Placement
- Reason for meeting with PO (why?)
- Ability to change to a new PO, or speak to the supervisor
- Modification of court order or early termination
- Drug/narcotic tests

Questions and/or statements which suggest hidden agendas:

- Questions regarding when PO will visit
- "By the way" leads at the end of the interview
- Question about POs ability to obtain police record
- Inability to go to the bathroom for urine test
- "I have a friend who...what could happen if"

STEPS

1. Document substance of phone contact in probation file, case log

AIDS & RESOURCES

Annotated codes

Court order

Lists of community resources

Departmental policy manual

RELEVANT CORE TASKS

- 127. Respond to calls and/or correspondence requesting information about probationer/client or from individuals who want to discuss the probationer/client.
- 261. Refer calls from media to agency Public Information Officer (PIO) or designated contact person and/or alert PIO to sensitive issues.

VALUE

Appropriate handling precludes legal liability issues for the department

Calls/letters may reveal vital information about probationer (e.g., may aid in arrest of probationer on a new charge)

Necessary to maintain good relations with the community in general and the justice community specifically

PREREQUISITES

Knowledge of department policy regarding release of information to various persons, including the media

Ability to elicit as well as give information

Knowledge of relevant case law.

For Example:

- Johnson vs. State of California (duty to disclose)
- Tarasoff vs. Regents of the University California (warning to victim)
- Thompson vs. Alameda County (knowledge of behavior and dangerousness)

RULES & CONCEPTS

Probation officer may be personally liable when confidential information is released illegally

Confidentiality issues to consider:

- Does request relate to confidential records or information?
- Who is making the request (most often it is local police departments)?

- know your caller
- Is there a need and right to know?
- Know department policy regarding information release

When in doubt, admit the legitimacy of the caller's request, ask for a number and call back to check

STEPS

1. Identify right and need to know
2. Refer calls from media to agency PIO or designated contact person

AIDS & RESOURCES

Departmental policy and procedures (AS)

Case law

Consult with supervisor

Consult with court

RELEVANT CORE TASKS

- 132. Do individual counseling regarding personal problems with probationer/client, members of probationer's/client's family, or others.
- 133. Assist probationers/clients or other individuals experiencing personal crises.
- 134. Discuss probationer's/client's financial circumstances and assist with budgeting and/or help probationer/client obtain financial assistance (for example, welfare, loans).
- 190. At the request of parents or others, speak with juveniles about their concerns or problems.

VALUE

Counseling or assistance provided by the PO may be essential to helping the probationer meet case goals (e.g., find a job)

May help avoid further law violation or violation of probation by counseling and or crisis intervening

May avoid need to change placement

PREREQUISITES

Knowledge of appropriate referral sources for common problems (e.g., job family, financial)

Knowledge of and ability to apply basic counseling/helping principles

Knowledge of and ability to use crisis intervention techniques

RULES & CONCEPTS

General principles for individual counseling:

- Recognize time constraints and priorities across caseload
- Be aware of your own level of competency and refer if necessary

Basic principles of job counseling:

- Identify job-related skills, abilities, and interests indicated by education or employment history
- Identify range and available appropriate jobs and assess probationer's interest

- Refer to job placement agency, program or help the probationer make contact with potential employer
- If PO not properly trained or skilled, she/he may be liable for improper or inadequate counseling

STEPS

1. Identify nature and seriousness of the problem
2. Determine your ability to counsel or assist in this situation
3. When necessary, refer to person who is skilled in handling the problem

AIDS & RESOURCES

Professional contacts at referral sources (e.g., child, family, marriage counseling center, or a crisis/suicide prevention center)

Resource manual for referrals

RELEVANT CORE TASKS

- 171. Review case file prior to appearing in court at case hearing.
- 172. Appear in court and answer questions about case.
- 173. Testify at hearing or in court as a witness.
- 175. Recognize and notify supervisors and/or court of improper recommendations and offer alternative recommendation.
- 182. Gather information and update the court orally on status of a probation case.
- 262. Provide information and update the court orally on status of a probation case.
- 263. Recognize and communicate changes or trends in court policies to other probation department staff.
- 264. Conduct special projects, studies, and investigations ordered by the court.
- 269. Provide sentencing/dispositional consultations to the judiciary on a specific probation case.

VALUE

PO is a sworn officer of the court and has a duty and obligation to carry out its orders within the scope of his/her job and qualifications

Poor performance will undermine Court's confidence in PO and the Department

Court reports submitted late may result in poor court decision on a case

Inappropriate release of defendant

Contempt of court, criminal and civil liabilities for PO and Department may result from poor performance

PREREQUISITES

Knowledge of court policies and procedures

Knowledge of the roles and motives of participants

Ability to recognize confidential information quickly

Knowledge of department policy regarding when you are required to appear and when it is your choice

Knowledge of court demeanor/dress and expectations/ rules

Knowledge of what materials to take to court (AS)

RULES & CONCEPTS

Rules of thumb:

- Contact the person who calls you to court
- Before going, find out why you have been called and determine which areas will be addressed in your testimony
- Review source materials in advance
- Take only required materials to court
- Answer questions specifically without saying too much (yes or no is best)
- Be prepared to say "I don't know"
- Don't get angry or intimidated
- Recognize confidential information before divulging

STEPS

1. Review case file prior to appearing in court at hearing
2. Appear in court and answer questions about case
3. Take designated records only to the stand
4. Testify at hearing or in court as a witness

AIDS & RESOURCES

Written court specific policies

Case records and file

Supervisor

Co-worker

RELEVANT CORE TASKS

99. Search probationer's person (with or without police assistance) for contraband, weapons or other evidence of violation of law or probation.

VALUE

Proper searching can prevent:

- Injury to staff, probationers
- Disease, health problems

PREREQUISITES

Knowledge of indicators (triggers) of when search should be conducted (e.g., probationer wearing heavy overcoat on hot summer day, standing with hands in pockets, etc.)

Knowledge of "pat down" and "strip search" laws, case law, and procedures

Knowledge of laws and procedures relating to searches of persons of the opposite sex (AS)

Documentation standards

Knowledge of common hiding places on the body, e.g.:

- Under tongue
- Underarms
- Groin area
- Bottoms of feet
- Wrinkles/rolls of fat
- Hands
- False teeth
- Hair
- Prosthetic devices
 - belt buckle, belt buckle area

- Waistbands, brace support, wigs, barrettes
- Bandages, casts
- Pockets
- Pocketbooks, purses, wallets, planners
- Jewelry, lighters
- Electronic devices (pagers, cell phones, etc.)
- Clothing
- Hats

RULES & CONCEPTS

Follow procedures for confiscating contraband and prepare/present documentation for decision

Be cautious of running your hand along sides of areas:

- Look where your hands are going when searching rooms, vehicles but not when searching person

Do not put hands into pockets before patting down (better to have probationer turn pockets inside out)

- Do not be embarrassed

Be professional and composed:

- No conversation or small talk
- Do not be distracted

Maintain a safety vantage point if emergency should arise

Remain alert

STEPS

Determined by specific circumstances

AIDS & RESOURCES

RELEVANT CORE TASKS

- 100. Collect and preserve evidence.
- 103. Observe collection of urine samples for drug testing.
- 253. Submit sample for drug testing.
- 254. Maintain chain of evidence of drug test sample and request that sample be retained.

VALUE

Aids and promotes compliance with court orders
Proper handling of evidence helps prove charges

PREREQUISITES

Knowledge of:

- Universal safety precautions
- Departmental policy for handling "chain of custody"
- Documentation requirements

RULES AND CONCEPTS

- Check authority to taking urine sample
- Observe collection of urine
- Opposite gender issues

STEPS

Follow chain of custody steps
Following universal safety precautions

AIDS & RESOURCES

Latex gloves

Appropriate receptacles for evidence

Documentation forms

Drug I.D.

Manual

Test kits

RELEVANT CORE TASKS

- 97. Search probationer's residence (with or without police assistance) for contraband, weapons or other evidence of violation of law or probation.
- 98. Search probationer's automobile (with or without police assistance) for contraband, weapons or other evidence of violation of law or probation.
- 100. Collect and preserve evidence.
- 257. Represent probation department perspective in joint operations with other law enforcement/corrections agencies (such as gang task force, etc.).

VALUE

Proper searching can prevent:

- Injury to staff, probationers
- Disease, health problems

Aids and promotes compliance with the court's orders

Provides for community protection

Promotes concept of team work among probation and law enforcement personnel

Importance of backup in relation to officer safety

PREREQUISITES

Knowledge of:

- Indicators (triggers) of when search should be conducted (e.g., probationer's residence has debris outside window, or beer cans in trash, etc.)
- Search Procedures (AS)
- Potential hiding places in rooms, residences and vehicles
- What to look for (e.g., weapons, drugs and alcohol, illegal items)
- Departmental procedures for handling contraband, "chain of custody/ evidence"

Search warrant issues (AS)

Knowledge of universal safety precautions for conducting searches:

- Gloves, personal protective equipment
- Protection from exchange of bodily fluids, etc.

Documentation standards

Case specific search clause

Knowledge of the limitations on the scope of the search

Knowledge of other hiding places e.g.:

- Shower rod, ledges, curtain seams
- Drains
- Vents
- Commode
- Door assemblies
- Boxes
- Bed post
- Soap, toothpaste
- Mattress
- Books
- Garbage cans
- Vehicle radios, speakers, hub caps

Knowledge of how to search computer files (e.g. pornography)

Knowledge of specialty weapons, e.g.:

- Belt buckle knives
- Belt buckle guns
- Pen knives
- Metal combs
- Narcotic paraphernalia

"Knock and Talk" skills

RULES & CONCEPTS

Notify regional law enforcement before initiating search

Be systematic and thorough

Do not destroy property

Leave area as found

Search from top to bottom – climb and crawl

Be cautious of running your hand along sides of areas:

- Look where your hands are going when searching rooms, vehicles but not when searching person

Take out everything you find – remove from area (AS)

Limit and control movement of others in the area

Make sure only one officer is responsible for his or her search area

Use appropriate searching tools, e.g., screwdriver, flex mirror, etc.

When in doubt, contact your supervisor, document when necessary (AS)

Be professional and composed:

- No conversation or small talk
- Do not be distracted

Maintain a safety vantage point if emergency should arise

Remain alert

Develop search plan before conducting the search activity

- Probationer history, offense, performance
- Others in household
- House/building design and exits
- Site inspection

STEPS

1. Plan and brief others
2. Secure area
3. Conduct a systematic search of person(s)
4. Remove/control probationer and others after search and begin search of the area
5. Have a system – start at door and work around systematically
6. Search entire area thoroughly

7. When contraband found, remove it, and if possible, determine who had it
8. Take pictures of evidence
9. Inventory all equipment used in the search
10. Write report, document search and the results
11. Properly control and dispose of contraband and the evidence
12. Debrief with team
13. Prepare reports
14. Submit sample for drug test

AIDS & RESOURCES

Personal Protection Equipment

Gloves

Mirrors

Flashlights

Ladders

Hammer

Screwdriver

Probes – tools

Other personnel: POs, law enforcement, etc.

Films/videos on search procedures

Search checklist

Keys

Personal safety equipment (e.g., radio packs, vests, identifying clothing, etc.)

Video/photo equipment

Trained canine unit (AS)

Test kits

Property/evidence sheets

Multi-agency teams

RELEVANT CORE TASKS

139. Verbally intervene in potentially violent interpersonal situations.

VALUE

Mishandling of such cases can result in a serious injury or death to the PO, probationer, and other individuals

PREREQUISITES

Crisis intervention skills

Ability to use elementary restraint techniques

Knowledge of arrest procedures (PC 832)

Knowledge of statutory and case law on use of force

Knowledge of departmental expectations regarding the use of force (AS)

Ability to use anger, hostility, assaultive behavior management techniques such as:

- Defusing
- Diverting
- Listening
- Separating parties

Knowledge of how to get help if needed, who to call and how

Ability to recognize and the willingness to handle volatile situations before they get out of hand

RULES & CONCEPTS

Rules to follow in dangerous situations:

- Most problems develop from non-probationers
- Be objective

- Be aware of who is present
- Assess degree of danger and status of probationer (check priors) of offender (do you need help?)
- Separate and isolate
- Do not get between
- Act quickly, quietly, professionally
- Don't turn your back on the person
- Assess whether antagonists have weapons
- Prevent person from hurting himself
- Know when its time for fight or flight
- Don't get angry

Preventive measures:

- Set terms, conditions, turf and contingency plan for the situation (e.g., your office)
- Watch for situations that place you at a disadvantage (e.g., other person much bigger or stronger, has family or friends who may help out)
- Watch for signs of danger (e.g., weapons present)
- Set aside gender expectations -women are not necessarily weaker or less aggressive or violent than men

Do not aggravate situations by:

- Personal verbal attack
- Counseling where inappropriate
- Being indecisive
- Reacting to verbal abuse

Document factors leading up to the incident, actions taken, rationale and recommendations

STEPS

Circumstance specific

AIDS & RESOURCES

Other probation officers

Police officer

Chemical agents

Physical restraint

Communications and safety equipment (AS)

RELEVANT CORE TASKS

275. In the office or field, physically defend themselves (using hands, arms or feet) against an attacking probationer or other individual.

VALUE

Prevent injury to self or others

Perform arrest duties

Public protection

Prevent escape

PREREQUISITES

Knowledge of

- 832 PC
- Department arrest and control policy (AS)
- Liabilities
- Signs of intoxication
- Medical conditions

Physical ability to perform tasks

- Evade and block blows
- Balance
- Position in response to subject's movements
- Self-control
- Not backing up in line of attack
- Moving laterally or diagonally out of line of attack
- Using pivoting techniques

- Using arms and hands to protect head

RULES & CONCEPTS

Technique specific

STEPS

Technique specific

AIDS & RESOURCES

Partner(s)

Department manual

Department issued equipment (AS)

- Handcuffs
- Shackles
- Gloves
- Spit mask
- Transport vehicle
- First-Aid kit

Police officers

RELEVANT CORE TASKS

112. Arrest probationers who violate the law or conditions of probation.
270. In the office or field, physically subdue with the help of others a resisting or fleeing probationer.

VALUE

Prevent injury to self and others

Prevent escape

Perform arrest duties

PREREQUISITES

Knowledge of principles of use of force

- P.C. 835a
- Definition of an arrest
- What is reasonable force

Knowledge of liability laws

Knowledge of department policy and procedures (AS)

Physical ability to perform task

- Balance
- Maintaining a position of control and advantage
- Proper foot movements
- Joint lock mechanisms

Know how to obtain backup

Ability to identify volatile situations

Ability to plan for potential dangers

RULES & CONCEPTS

Plan in advance

Retreat when appropriate

Be aware of surroundings

Get help

Don't get angry

Maintain focus

Recognize when situation is under control (De-escalate when threat abates)

Use teamwork: support your colleagues

STEPS

Circumstance and technique specific

AIDS & RESOURCES

Backup

Department issued equipment (AS)

- Chemical agents (AS)
- Radio/Cell phone
- Flashlight

Escape plan e.g. office layout

RELEVANT CORE TASKS

- 271. Handcuff a non-resisting person.
- 272. Handcuff a resisting person.
- 274. Using a lifting motion, assist someone from a prone position on the ground to his/her feet (such as a handcuffed or mentally incapacitated person).

VALUE

Ensures safety of PO, probationer, community
Proper handcuffing technique prevents injury to probationer
Enables PO to make arrest, complete a search

PREREQUISITES

Knowledge of authority to handcuff
Adequate flexibility and range of motion
Balance
Appropriate speed
Defensive Tactics techniques and control holds

RULES AND CONCEPTS

Proper manipulation and application of handcuffs including:

- Retrieval
- Grip
- Checking for tightness
- Double locking

Verbal instructions to probationer

Avoiding positional asphyxia

STEPS

1. Use appropriate verbal commands to probationer in preparation for handcuffing
2. Ensure handcuffs are not double locked when applying to probationer
3. Make sure keyhold of cuffs are facing outward from wrists
4. Double lock once handcuffs are applied
5. Do not leave handcuffed probationer in face down prone position
6. When assisting someone to feet who is handcuffed, do not lift them by arms

AIDS & RESOURCES

Handcuffs

Handcuff key

Partner

RELEVANT CORE TASKS

- 224. Transport individuals (for example, from detention site to court, hospitals, airports, referral programs).
- 226. Arrange for transportation of individuals (e.g., from detention site to court, hospitals, airports, referral programs).
- 273. Put an actively resisting person in the seat of a car.

VALUE

If mishandled, may result in:

- Escape
- Danger to staff, citizens, escapee
- Civil liability for negligence

PREREQUISITES

Knowledge of department transportation policy (e.g., emergencies)

Knowledge of when and how to use restraints, including:

- Handcuffs
- Leg restraints
- Belt or chain

Knowledge of policy regarding the use of force

Knowledge of safest and timely routes, parking facilities at destination

Knowledge of arrest, search and seizure procedures

Knowledge of what kinds of information to share with the probationer or family members, regarding transportation, location, times, etc. (AS)

OC pepper spray policy (AS)

RULES & CONCEPTS

Determine reason for transport:

- Arrest/custody
- Appointment (e.g., doctor)
- Transfer (e.g., to a new placement)
- To other transportation (e.g., airport)
- Ride (e.g., to home after a school visit by PO)
- To court

Depending on reason for transport, consider what will be the appropriate level of security, need for search, need for backup, gender of PO and probationer

Safety comes first; PO is not a police officer; new PO may be too eager

Never take side trips – take direct route to and from destination

Plan route and stops

Make sure transportation vehicle has gas and is operable

Search vehicle for contraband before and after transport

Make sure transportee is properly restrained before leaving

Never let transportee out of your sight

Determine who should transport (e.g., sometimes the sheriff or a security service is advisable)

STEPS

1. Arrange vehicle availability
2. Notice facility
3. Search vehicle
4. Determine plan
 - Maintain contact
 - Placement in vehicle
 - History of probationer
5. Log times
6. Release and booking
7. Delivery
8. Vehicle search again

AIDS & RESOURCES

Department policy manual

Supervisor, co-worker

RELEVANT CORE TASKS

- 186 Give presentations to schools, community agencies and civic groups.
189. Respond to general questions from citizens – in person, over the telephone, or in writing.

VALUE

Opportunity to establish a positive relationship with the public, positive image of the department and the profession

Opportunity to clarify roles, mission, misunderstandings

Probation departments are tax supported and thus need the support of the public

Mandate to serve the public

Information provided can be a valuable input in planning and implementing probation programs

Opportunity to understand needs of community

Opportunity to provide leadership in community

PREREQUISITES

Interpersonal skills

Knowledge of law and department policy (as needed for PO job – not as needed to answer any legal question from the general public)

Knowledge of local referral sources, including:

- Police
- Youth services
- Welfare
- Protective services
- Mental health

Knowledge of criminal justice system and process

Public speaking skills

RULES & CONCEPTS

Types of questions typically asked include:

- Typical laws
- Departmental policy (e.g., what if, how does...)
- Neighborhood problems in the local area
- Request for speakers
- Family problems, runaways
- Domestic violence

Be polite, identify problem, refer to appropriate person, follow-up if necessary

- Restraining orders

Victim services availability/eligibility

STEPS

None.

AIDS & RESOURCES

Resource list

Annotated codes and department policy manuals

RELEVANT CORE TASKS

- 227. Consult or share information with co-workers (for example, to discuss recommended dispositions, treatment plans, appropriate referrals).
- 228. Consult or share information with supervisor (e.g., discuss recommended dispositions, treatment plans, appropriate referrals).
- 229. Present cases to a committee which reviews recommendations (e.g., placement recommendations).

VALUE

Consultation aids in the removal of duplicating job tasks in companion cases (e.g., duplicate letters, inquiries to victims, witnesses, etc.)

Lack of communication may have POs working at cross purposes (e.g., giving families contradictory messages, giving court dissimilar recommendations on similar cases)

Provides good information regarding probationers, programs, etc.

Builds professional relationships

Aids in exposure to new ideas, methods, strategies

Vital source of emotional support for the PO

PREREQUISITES

Willingness to take time

Knowledge of the implications of positive communications and the consequences for failing to communicate

Willingness to admit mistakes and ask for help

Interpersonal communication skills

Case presentation skills

RULES & CONCEPTS

Communication is especially important in cases where different POs are handling codefendants

STEPS

1. Organize case information for presentation
2. Clearly list concerns and questions
3. Coordinate with other staff as required
4. Identify salient information to be shared

AIDS & RESOURCES

Department Records

Court Dockets

District Attorney

Co-workers

Case staffing form (AS)